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ABSTRACT

Undertaken to determine what potential exists for greater library school involvement in continuing education for health science librarians in Kentucky, Ohio, and Michigan, this study had four major objectives: (1) to assess the current status for medical librarians in the region as provided by library education programs, (2) to identify possible areas of future involvement by library education programs in regional or statewide continuing education activities, (3) to identify the rewards available for continuing education activities offered by those programs, and (4) to identify resources which could be made available through the region's programs offering continuing education activities in medical librarianship. Findings, recommendations, and summaries of data gathered from Case Western Reserve, Kent State, University of Kentucky, University of Michigan, Wayne State, and Western Michigan are provided. Appendices include information on the project, library education programs in the area, state libraries and library associations, regional health science libraries, and the Medical Library Association. (FM)

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CONDITIONS FOR DEVELOPMENT: CONTINUING EDUCATION AT SIX ACCREDITED LIBRARY SCHOOLS WITH SELECTED ADDITIONAL RESOURCES

BEST COPY AVAILABLE

A REPORT TO THE
CONTINUING EDUCATION COMMITTEE:
KENTUCKY OHIO MICHIGAN REGIONAL MEDICAL
LIBRARY PROGRAM

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Jim Nelson, Director
Office for Continuing Education
College of Library Science
University of Kentucky

February 1977

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FOREWORD

This report has been prepared for the Continuing Education Committee of the Kentucky, Ohio, Michigan Regional Medical Library Program as partial fulfillment of their charge to "regionalize" continuing education for those individuals in the region serving the information needs of health science professionals. This charge was issued to the committee by the KOMRMLP Executive Committee late in 1975 and the committee contracted for this project in the spring of 1976. After five months of verification, review and editing (since the library school visits), the document stands as currently correct as is possible in the scope of this project.

Much thanks goes to the KOMRMLP Continuing Education Committee for their guidance and support throughout the project. The committee members had an educational challenge in orientating me to the finer points of health science librarianship as it is practiced in the region and their commitment to the project was a motivating factor throughout. I have little doubt that the committee and people in the region will build from this basic document to a regionalized program in Kentucky, Ohio and Michigan.

A real message of appreciation goes to the Deans and Directors of the area library schools and their faculty for the work they put in on the project. These individuals not only gave the time during my visits, but they willingly gave the much more significant time needed to verify my information and to keep correspondence current. Had it not been for the cooperation of these accredited library schools this document would not be worth very much.

As a final note, I must admit that without the help of Pat Boyle and Anne Trimble this document might never have been completed. A grateful note of appreciation also goes to these competent and energetic colleagues.

James A. Nelson
Lexington, Kentucky
February 1977

INTRODUCTION

BACKGROUND OF THE PROJECT

In 1975, the Executive Committee of the Kentucky, Ohio, Michigan Regional Medical Library Program (KOMRMLP) determined that it was within their mandate of meeting the information needs of health professionals to "regionalize" the delivery of continuing education to health science librarians in the three states. In order to facilitate this effort, a continuing education committee was named and charged with the following tasks:

1. Define the continuing education needs of professionals and technicians in all types of health science libraries in KOMRMLP.

2. Review existing programs provided via the Medical Library Association.

3. Establish means to cooperate with the library schools within KOMRMLP that are accredited for MLA courses in Medical Librarianship, especially related to both CEU and academic credit.

4. Prepare a working paper on these changes for discussion at the June 1976 Executive Committee meeting.

As deliberations progressed on this matter, it was decided that since the University of Kentucky had a full-time director of Continuing Education at the Library School, a contract would be made with him to survey the other ALA accredited library education programs in the region. The purpose of this survey would be to help determine what potential exists for greater

library school involvement in continuing education for health science librarians.

In December of 1975, the KOMRMLP Continuing Education Committee met in Louisville, Kentucky to discuss this project with the OCE Director. It was decided at that meeting that he would visit the library education programs at Case Western Reserve, Kent State University, University of Michigan, Wayne State University, and Western Michigan University (the University of Kentucky would already be involved by virtue of the OCE Director consulting on the project). Prior to these visits the following objectives were agreed upon in developing the strategies for assessing the conditions for development of a regionalized continuing education program for area health science librarians:

1. Assess the current status for health science librarians in the region as provided by library education programs.

2. Identify possible areas of future involvement by library education programs in regional or statewide continuing education activities.

3. Identify the rewards available for continuing education activities offered by the region's library education programs (i.e., ce units, academic credit for off-campus offerings, independent study, etc.)

4. Identify resources which could be made available through the region's library education programs of medical libraries for offering continuing education activities (i.e., faculty, staff, students, facilities, materials, etc.)

A letter was drafted by the committee and sent to all deans and directors of the accredited library education programs in the region to alert them to the planned visits. It was decided to make the trip in August even though not all key people were available due to the end of summer classes and the gap before fall terms began. This time was selected in order to give the KOMRMLP Executive Committee some preliminary data at their Fall meeting as a basis for considering future action for the regional program. It was understood that further confirmation of the survey information would come after the first assessment was returned to the library schools for their review.

PROCEDURE

Prior to the visitation phase of the continuing education project, a questionnaire was designed to obtain information needed to achieve the objectives agreed upon earlier (see Appendix I). After the questionnaire was reviewed by the Continuing Education Committee and KOMRMLP Central Office, it was sent to all six library schools in order to prepare them for the visits which were to take place August 9-11. The library schools were also sent a listing of faculty with their subject specializations taken from the latest "Special Edition" of the Journal of Education for Librarianship in order that these lists could be verified and updated.

After the mailings were sent out, each library school was contacted for an appointment to make the visit. The schedule was as follows:

August 9 - Case Western Reserve University with Dean Goffman and later with Bob Chesire of the Medical Library. No visit

was made to Kent State University since the dean and key faculty were out of town at the time. The Kent interview was made at a later date by phone.

August 10 - Wayne State University with Director Robert Booth and Jim Williams from KOMRMLP Central Office in the morning, and the University of Michigan with Dean Bidlack, Dr. Kenneth Vance and Jim Williams in the afternoon.

August 11 - Western Michigan University with Director Jean Lowrie and Hardy Carroll.

The University of Kentucky was queried at a later date since it wasn't necessary to set up a formal interview with Acting Dean Thomas Waldhardt as part of the official tour.

Although the pre-mailed questionnaire served as a guide for discussion, the actual interviews emphasized how each institution perceived its role and capabilities for the delivery of continuing education to working librarians, specifically to those who are serving as health science professionals in some library capacity. The information resulting from these interviews was summarized ("Institutional Summaries - Narrative") and in combination with information in the latest program catalogs from each school the Office for Continuing Education filled out a questionnaire (Institutional Summaries - Questionnaire Report") on each institution and returned these two items to the deans for their review and revision. It is this revised copy which is published in the final draft of the report.

The appendicies of this report contain more information than what was gathered during the interview visits and is included to support what is found in the "Institutional Summaries". The reason for including all of the material in these appendicies is to give a broader look to the report than to only look at the ALA accredited library education programs. All of this material is as current as was possible to determine at the date of completion for this document, but its usefulness must be viewed within the constraints of change.

SUMMARY OF FINDINGS
AND
RECOMMENDATIONS FOR FUTURE ACTIVITIES

SUMMARY OF FINDINGS

At only one of the library schools visited was there any significant doubt expressed towards continuing library education -- the most general and recurrent theme was one of positive commitments limited only by financial constraints and staffing. This is particularly true of the Michigan schools, and the cooperative relationship of schools in that state was obvious during the visits. The climate would appear to be positive for future developments in Kentucky, Ohio and Michigan.

Even though each library education program differs in some aspects, the following summary generally holds true throughout the region:

- The library school commitment to continuing education is principally based in the context of education beyond the terminal degree - - for library science, the master's degree.
- Little is being done directly for libraries outside the immediate service area of the schools. Because the library education programs in Ohio and Michigan are closely strung together in the urbanized belt around Lake Michigan, there are large areas left unserved. Kentucky could perhaps help in southern Ohio, but the Michigan upper peninsula is isolated.
- There is very little packaging of educational materials for isolated health science libraries, but some activities have begun to remedy this.

- If there is to be much significant educational development, it will have to be primarily self-supporting. The parent institutions aren't generally willing to commit existing limited funds to continuing education activities by the library schools.
- Where there is much of a focus on continuing education for health science librarians, it is through the medical library rather than the library school.
- Most schools seem willing to respond to the needs of working librarians if they are approached with specific requests for assistance.
- There is a definite trend towards greater involvement in continuing education throughout the region, but it tends to be more in terms of activities than programs.

The differences in each library school were evident in the continuing education as well as with their campus programs. The course descriptions seem adequate to illustrate faculty and curriculum strengths by institution (Appendix II), but individual potential for statewide and/or regional contribution to continuing education emerged primarily from visits to the library schools. These appeared to be as follows:

Case Western Reserve - Health Science Librarianship program done in cooperation with the medical library; strong commitment and continuing education effort by the medical library; "circuit rider" extramural program fixes close liaison with area health science libraries; strong human resource potential of librarians working in area health science libraries.

Kent State University - Have experience with short term learning activities and are in the process of expanding their extension program. With quarter hour credit flexibility, they can offer academic credit for any activity running at least three days (one quarter hour). There is also an option for c.e.u. credit through Kent. There is a new and growing involvement between Kent and the Northeast Ohio College of Medicine which might have implications for health science librarians.

University of Kentucky - Full-time Director for Continuing Education on staff for assistance in planning and implementing a statewide continuing education program; program objective to facilitate continuing education by other groups; emphasizes the production acquisition and accessibility of education resources; beginning to develop portable learning packages; experience and expertise in non-traditional education.

University of Michigan - Have written a position description and budget for a full-time continuing education person (indicates considerable thought and planning for Continuing education); working cooperatively with other Michigan schools and the State Library in the interest of greater continuing education commitment; have integrated a continuing education position into their long-range plan for the University if funding is forthcoming; long-term commitment to and involvement in extension courses.

Wayne State - Are most willing to meet the needs if asked (in the six-county service area) with course offerings or workshops; are targeting special courses at working librarians; have initiated a project to "modularize" their curriculum and package this into self-study format which is competency based and which can lead to

academic credit by examination; the most media and package oriented program in the region; work with other library schools in state on continuing education.

Western Michigan - Emphasis on evening and weekend classes to accommodate working librarians; cooperative extension program with University of Michigan' development of mini-courses to meet needs of working librarians; willingness to meet the continuing education needs expressed to them by working librarians; cooperative effort with other Michigan schools to develop a greater effort in statewide continuing library education.

Library education at the graduate level, particularly in the ALA accredited schools, has a primary responsibility to the campus program. This is partially because the Committee on Accreditation of ALA emphasizes the basic campus program and will express concern where off-campus programs exist. With greater interest in continuing education throughout the profession, however, this attitude is relaxing and more library schools are encouraged to develop their services to the field. In the 1972 standards currently being used for accreditation, there is mention of program goals and objectives which reflect "responsiveness to the needs of the constituency which the schools seeks to serve." There is also a note that the curriculum should "promote continuous professional growth," but there is no specific requirement for continuing education to be part of a library education program in order to receive official sanction from the accrediting body. It is also true that most institutions of higher education give minimum rewards for public service

when promotion and tenure of faculty are involved. In the face of these survival demands, it is not unreasonable that a graduate library school is going to come somewhat slowly to the notion of continuing education.

In spite of all this, however, there is an interest and general commitment in the area's library education programs towards the need for more continuing education in the field. The responsive stance of most of these programs indicates a role for library schools which focuses on meeting demands put to them rather than taking the leadership in developing educational systems encompassing continuing education as well as their regular campus programs. The implication here is that if organized efforts to develop continuing education opportunities for various groups in the state are initiated, they will likely find a willing ear in the library schools. Health science librarians could exploit this general willingness for their own purpose if they would take the time and make the effort to do their own needs assessment and commit funds to implement a program. They might well receive assistance from professional organizations and in some cases, the State Library for doing this, but a large share of the responsibility seems to rest with health science librarians themselves. This is not unreasonable since they are but one of several special interest groups competing for the time and resources of library education programs.

RECOMMENDATIONS FOR FUTURE ACTION

It is apparent that the climate for developing a "regionalized" continuing education program for health science librarians in Kentucky, Ohio and MIchigan is good in terms of a generally positive attitude shown by the accredited library education programs. With the commitment shown by KOMRMLP leadership in setting up the Continuing Education Committee and contracting this report, much can be done to realize the potential of this effort. In this context these recommendations for future action in accomplishing this are based on the information and impressions gathered from library school contacts, and general input resulting from the process of compiling this report. Obviously, the accredited library schools are not the sole source for continuing library education in the region. Neither are they the only responsible parties in developing a regional effort. In this context, then, the recommendations are focused on the overall view as well as library education programs. Without a definite notion of priority, the following are offered for consideration in planning a regional program of continuing education for individuals in Kentucky, Ohio and Michigan who serve the information needs of health services professionals. Planning for future continuing education activities in the region should be considered in the broadest scope of lifelong learning and with a clear focus on the needs of all levels of health science librarianship.

- It is encumbant on the potential consumers of the proposed continuing education program to assess and articulate their own training needs. There is some assistance for doing this in the library education programs, but the initiative will need to come from the librarians themselves.

- The extra-mural coordinators in the region's participating libraries are a critical link in the needs assessment process and this should be built into their other responsibilities. These individuals must not ignore their own training needs in the process of looking at those in the field.

- Continuing education activities should be coordinated through the library education programs and other institutions of higher education even if they are developed or taught by medical librarians. The option for recognized credit is important to librarians and to those serving in "designated libraries" even if they are not professional librarians.

- There has to be a greater effort to get basic training to those in the rural and more geographically isolated health service institutions. Even though most of the individuals serving as "librarians" in these institutions don't need the kind of continuing education typically developed for those beyond the masters degree, they still are in need of an ongoing training system. Some of this training can be done by the extra-mural coordinators and librarians in the area medical libraries, but there also should be an effort to design self-learning packages or other alternative means of delivery for the education of this group.

- There could be more utilization of the MLA continuing education programs by state and local groups. Since a minimum of twelve participants is acceptable for holding a course, these could be run concurrently with state library conferences and sectional meetings or even on demand whenever needed.

- Those serving health services professionals need to take an active role in general networking activities in their states. It is important to realize that some of the problems in this service group are not training related.

- It would help if more cooperation on the part of administrators of the health service institutions was encouraged. These are the people who are going to pay for the training, give release time and receive the most direct benefit from it. Some possibilities for doing this are:

  . Medical librarians and library educators in the universities where health service professionals receive their training could solicit the support of teaching faculty and administration in assuring that each institution where their students interned or did any type of field practice would maintain a basic information service. They might also step up efforts to preen the students as future advocates for "designated libraries" themselves so that when they leave to practice, they will expect information services wherever they go.

  . There might be a stronger effort to lobby in state and regional Medical and Hospital associations for support of designated library services.

. Lobbying elsewhere might help to get library or information service components built into the certification procedure for health service insitiutions.

. KOMRMLP leadership should keep a close eye on mandatory continuing education for health services professionals with regard to implications and opportunities for the library profession -particularly with regard to the delivery of information resources to meet the needs generated by this condition.

- With the close proximity and apparently cooperative climate between them, the three Michigan schools should be able to work out a state program in concert with the state library. Perhaps an academic circuit rider innovation would be appropriate as a continuing education coordinator serving in liaison with the schools and the state. (Negotiations have already begun there to work something out).

These recommendations might have a look of naivete to one more familiar with the medical library profession or with the region. I admit to the slightly impressionistic tone in this report which may portray the conditions in library schools slightly different from how they are perceived internally. Any report based so solidly on the interview process as is this one, must necessarily make this kind of a disclaimer, but the process also has its strength because of the importance in considering impressions as a factor of decision making.

There is nothing more heavy than the burden of great potential and this seems to be the condition of continuing library education in general and for area health science librarians in particular. Much

of this burden rests on the consumer since this is where the needs are most visible and most keenly felt. Library education programs in the region are laboring under financial crises, lack of institutional rewards for faculty involvement in continuing education and pressing needs coming from other and more populous clientele than health science librarians. They do seem interested in the needs of this special clientele and most of the programs visited share a commitment to continuing education. If there is to be a realization of this commitment in the form of actual learning opportunities, however, it would seem that the moving and shaking will have to come from health science librarianship in the region. If the efforts initiated by the KOMRMLP Continuing Education Committee are shaped into actual proposals, there is some reason to believe that they will be received favorably by the library schools.

LIBRARY EDUCATION PROGRAMS:
SUMMARIES BY
INDIVIDUAL INSTITUTION

CASE WESTERN RESERVE UNIVERSITY

Case Western is well known and reputed for their "Training Program in Health Sciences Librarianship," but this effort is primarily the responsibility of the University's medical library staff. Coordination with the library school faculty is done in concert with Alan Rees on the library school faculty. The health sciences program undoubtedly benefits from the emphasis on information science in the faculty of the library school and students in this program get a good exposure to this area of librarianship during their specialization study.

The college curriculum at Case is flexible enough to allow non-degree students to take regular courses, but there are some problems to this. There are no off-campus courses offered and the only on-campus courses are offered during the week at daytime because of the high crime area around the College. The library school administration views their curriculum as potentially valuable continuing education for previous graduates because it is updated and renewed every year. Also, Case specializes in combined degrees with other departments such as the Organizational Research Degree in combination with Library Science, the Urban Librarianship Degree in combination with the School of Social Professions, Music Librarianship, and other special degree programs.

The only specific continuing education program offered by the school is done in conjunction with the Alumni Association of

Case who help to suggest topics for a spring workshop at the college. There is a six-week summer school institute for school and media specialists offered by Case, but other than that and the spring workshop the only other continuing education activities have been done on contract with the State Library.

There was a general feeling from the library school administration that the prevailing confusion about what continuing education is served to discourage their development of any further programs and that their work with updating the regular curriculum consumed a good portion of their time anyway. There is also a general university policy that continuing education can not be offered unless there was some profit in it. This means that the school can not afford to offer activities unless they are self-financing.

In summary, the administration of the library school seemed to be concerned by a need for defining exactly what is meant by continuing education and the fact that they couldn't really offer night classes because of the dangerous area the school is located in. There has been some discussion of offering Saturday classes but again they would be in Cleveland and the view is that their regular curriculum could be considered as continuing education because of its constant revision and updating.

In discussing the program with Bob Cheshier of the Medical Library and his staff, Nancy Woelfl and Sylvia Feuer, some clarification came about on the Spring Workshop from the Alumni Association and the Summer Institute. The Spring Workshop was

apparently a project of the Alumni Association but it wasn't clear that the Continuing Education Committee within that Association should plan the workshop. It appears to be the idea of the Graduate Library School faculty and it lasts for two weeks with three hours of credit. The extramural coordinator, Sylvia Feuer, does work the various groups in getting continuing education programs going, and the involvement of staff at the medical library in continuing education programs provides its own kind of continuing education for those who are involved.

It was also learned that the Health Science Library works with local chapters of ASIS (American Society for information Science) and SLA (Special Libraries Association) in trying to provide activities for librarians. In discussing this it was apparent that there is some need for communication and coordination between these groups as well as between the Library School and the Health Science Library.

One of the new continuing education programs being considered by the Health Science Library is a program involving vendors of services and products used by health science libraries as trainers. The idea is to use the vendors for resource people in helping librarians to understand basic library functions such as acquisitions, interlibrary loan, and some of the automated data bases used for reference services.

Much of the continuing education for health science librarians in northeastern Ohio is done through local health science library associations. The Medical Library Association of

Northeastern Ohio is quite active and works with the Medical Library in providing educational opportunities for people in the area. For the immediate future, anyway, it is probably through the involvement of these groups with the Medical Library that continuing education needs for health science librarians will be served.

QUESTIONNAIRE REPORT - CASE WESTERN RESERVE

General contributions made which could apply to health science librarianship in the areas of:

Teaching

LS 521 - Information Sources and Services
LS 531 - Field Work
LS 592 - Introduction to Health Sciences Librarianship
LS 596 - History of Medicine
LS 597 - Non Print Materials in the Health Sciences
LS 599 - Introduction to Health Sciences II
LS 593 - Health Sciences Communication Network
LS 598 - Organization of Health Science Practice and Research

General contributions made which could apply to health science librarianship in the areas of:

Teaching

LS 500 - Foundations
LS 536 - Bibliographic Organization and Control
LS 527 - Government Documents
LS 573 - Information Retrieval Systems
LS 572 - Automation of the Library Process
LS 585 - Historical Materials

The continuing education education unit.

Case Western Reserve does not offer continuing education credit.

Person responsible for continuing education and/or extension in the library education program

Name: Al Goldwyn
Title: Professor
Address: 1161 East Blvs.
Cleveland, OH 44106
Phone: (216) 368-3500

KENT STATE UNIVERSITY

Kent State University School of Library Science can give graduate courses off campus and in fact, is offering one or two courses per term in both Cleveland and Columbus. They have not, as of yet, determined it would be worth their while or needed to offer courses in the Cincinnati area, since the University of Kentucky Extension Program serves that area. This may be changed sometime in the future, but for the time being, the library school will concentrate on centers nearer to Kent. In order to be admitted to these courses a student must be admitted to the master's program, which means they would have a BA degree. The course may also be audited by qualified students and the record of their participation would show on a transcript.

There are no pre-requisites for the workshops Kent State does and they are interested in meeting the needs of this kind of educational activity wherever they exist. The University has on its books the option for CEU or regular academic credit. Typically, the library school offers their workshops for three-quarter hours credit which means these learning activities run for two weeks (10 class days). There are approximately thirty hours of meetings during the two week workshops. For shorter periods of time the library school would be able to break it down to where they could offer one-quarter hour of credit for each three days of course work. In this option, health science librarians might want to look at the possibility of a one week institute during the summer, or at a time of the year when they could most feasibly leave their jobs to hold a workshop through Kent State. A one week workshop would actually round off to two hours

of credit at the University.

The Library School at Kent has not gotten involved in the development of learning packages and doesn't perceive this to be feasible in the near future. Their most appropriate contribution in terms of learning activities for the working librarian would lie in their ability to offer the short term workshop and a regular off-campus course. The impression was that these activities could be designed in cooperation with any group who had assessed their needs in an explicit manner so that some concrete educational planning could occur.

The Library School at Kent does have an interest in working with the Northeast Ohio College of Medicine which is a consortium effort of Kent State, Akron and Youngstown Universities. They are currently working with this medical school and feel that this involvement could lead to continuing education planning for those who serve the information needs of health professionals. In realizing the potential for this opportunity, perhaps the regional medical library program would offer guidance while at the same time receiving the benefit of its outcomes. One new course, in Bibliography of the Biological Sciences, will be given for the first time in Summer 1977.

Kent State, as is true with most of the other accredited library programs in the region, seems quite willing to at least consider options for more library school involvement in a continuing education effort. The proximity of Kent State to Case Western does create some constraints in terms of available continuing education offered in the rest of the state.

QUESTIONNAIRE REPORT - KENT STATE UNIVERSITY

General contributions made which could apply to health science librarianship in the areas of:

Teaching

30302 - Basic Cataloging
30400 - Basic Reference
30401 - Library Organization
40480/50581 - History of Scientific Literature
60601 - Intermediate Reference and Bibliography
60603 - Advanced Cataloging
60605 - Communications and the Library
60606 - Advanced Reference and Bibliography
60610 - Library Management
60616 - The Special Library
60620 - Bibliographical Tools and Methods in Biological Sciences
60622 - Literature of Science
60640 - Library Automation
60641 - Information Retrieval in the Library
60660 - Library Buildings and Equip.
60697 - Colloquium

Perceived strength (s) of the library education program.

Music Librarianship
School Librarianship
Newspaper Librarianship
Reference Librarianship
Ethnic Studies Librarianship

Courses presently existing in the curriculum (on campus or off) which would be most convenient for working librarians.

All courses are given, in rotation, on Saturdays and evenings. Undergrad courses given in regional campuses; graduate courses in Cleveland/Columbus centers.

Ways in which the library education program might most feasibly offer future contributions to continuing education for health science librarians in:

Teaching

Specific courses (e.g. 60620 already authorized) and workshops as requested

The continuing education unit.

The university and the library school have an option for giving c.e.u. credit (see the note on continuing education at Kent in Appendix II with the catalog information).

Person responsible for continuing education and/or extention in the library education program.

Name: Dr. Guy Marco
Title: Dean
Address: School of Library Science
Kent State University
Kent, Ohio 44242
Phone: (216) 672-7933

Person responsible for continuing education and/or extention in the instituition.

Name: Dr. Natalie Sicuro
Title: Dean, Continuing Education
Address: Division of Continuing Education
Kent State University
Kent, Ohio 44242
Phone: (216) 672-3100

Other individuals in the state who are or might be interested in contiributing to continuing education for librarians.

Joe Shubert, State Librarian

THE UNIVERSITY OF KENTUCKY

The College of Library Science at UK is the first ALA accredited library education program to hire a full-time director for continuing education. The Office for Continuing Education was started in 1973 with the help of a grant from the Kentucky Department of Libraries and Archives. Although this position has not taken any direct steps to aid the health sciences, the implications for future support from this position are visible. This can be seen through the involvement of the Office for Continuing Education in this KOMRMLP project and through initial contacts which have been made through the Health Information Library Program (HILP) funded by the University of Kentucky Medical Center Library and housed at Morehead University.

The College also has an active off-campus program with courses at Louisville and at Covington which serves southern Ohio. These courses are taught one night a week which allows working librarians to attend and can be taken by area librarians for non-degree credit as "unclassified"students. The main program on campus has expanded its range of evening courses as well in order to accommodate those working librarians who can't get to campus for the regular classes. These evening courses are held one night a week like the off-campus courses.

Although there is currently no specialization degree for health science librarians offered through the Kentucky program, one is being considered by the College in concert with the U. K. Medical Center Library. One course is now taught, however, which meets the requirements for certification in this field The College also

offers coursework in special librarianship, information science, media production, planning, management and bibliographic work in the sciences which may be of interest to health science librarians.

The Office for Continuing Education is now getting into the business of producing its own "learning packages" and could probably work on some for health science librarians if the interest and potential market would support such an involvement. The Office is currently working on a learning package for training local public librarians in "The Reference Process." The Office for Continuing Education also collects learning packages from other states for loan to groups wishing to use them in Kentucky. There is a network of community colleges throughout the state and the Kentucky Educational Television network is the largest such network in the country -- both could have potential for broader delivery of continuing library education throughout the state.

Also at Kentucky the working librarian has access to colloquia in library science and will soon have access to a symposium series on critical issues to the profession. The faculty has agreed to spend one Friday afternoon a month during the school year discussing topics which they have been doing research on or have some other interest in. These "Friday afternoon seminars" will be open to anyone who is interested in the topic being discussed.

Perhaps the most promising aspect of the Office for Continuing Education for aiding continuing education to health science librarians, however, is its willingness and capability to work with any library group in the state to design and implement continuing education programs aimed at the educational needs of their membership. This is only possible because of the full-time position at the College

of Library Science since such activities take much time and wouldn't be possible if the continuing education effort was done by a regular faculty member burdened by other activities.

QUESTIONNAIRE REPORT - UNIVERSITY OF KENTUCKY

Contributions made which were specifically for health science librarianship in the areas of:

Teaching

L.S. 640 - Medical Librarianship
L.S. 604 - Bibliography of Science

Research

This report is being done through the Office for Continuing Education

Public Service

Cooperated on a workshop "Reference Skills in Health Sciences Librarianship" with the Health Information Library Project run by the UK Medical Center Library from Morehead

General contributions made which could apply to health science librarianship in the areas of:

Teaching

L.S. 525 - Professional Field Experience
L.S. 586 - Utilization of Educational Media
L.S. 605 - Introduction to Information Science
L.S. 606 - Automation and the Library
L.S. 611 - Scientific and Technical Libraries
L.S. 613 - Information Storage and Retrieval
L.S. 623 - Subject Bibliography
L.S. 626 - Government Publications
L.S. 690 - Special Topics in Librarianship (in 1977 a course on Computerized Bibliographic Networks)

Public Service

Workshops

- Librarians, Information Processing and Media
- Cable Television and the Library
- Cataloging Non-Print Media
- Non-Traditional Reference Services
- Personnel Management in Libraries
- Systems Charting in Libraries
- Library Instruction and Orientation

We also have hosted a colloquium series for practicing librarians and will initiate in Spring 1977 a Symposium series on current issues in the profession - the first being on Copyright.

Percieved strength(s) of the library education program

We have considerable faculty strenth in the history and publishing aspects of librarianship, but we also have good talent in management and information science. Our school and children's program is strong.

Courses presently existing in the curriculum (on campus or off) which would be most convenient for working librarians.

EVENING PROGRAM-Fall '76

LS 501	Introduction to Cataloging and Classification
LS 510	Children's Literature and Related Materials
LS 602	Bibliography of the Social Sciences.
LS 606	Automation and the Library
LS 608	Methods of Research in Librarianship
LS 609	Public Libraries
LS 690	Library Planning and Development*

EVENING PROGRAM-Spring '77

LS 510	Introduction to Cataloging and Classification
LS 600	Administrative Behavior in Library Management
LS 603	Bibliography of the Humanities
LS 614	Information Storage and Retrieval Systems
LS 690	Information Sources and Services in Business Management*
LS 690	Women in Librarianship*
LS 690	Computer-Based Bibliographic Networks*

OFF-CAMPUS-Fall '76

LS 501	Introduction to Cataloging and Classification (Northern Kentucky and Louisville)
LS 502	Reference and Information Services (Northern Kentucky and Louisville)
LS 604	Bibliography of the Sciences (Louisville)
LS 605	Introduction to Information Science (Northern Kentucky)
LS 640	Medical Librarianship (Northern Kentucky)

OFF-CAMPUS-Spring '77

LS 503	Selection and Acquisition of Library Materials (Louisville)
LS 586	Utilization of Educational Media (Louisville)
LS 610	Academic Libraries (Northern Kentucky)
LS 614	Information Storage and Retrieval Systems (Northern Kentucky)
LS 627	History of Libraries (Northern Kentucky)

* The courses marked with an asterisk are our "Special Topics" courses which are not considered as part of our regular curriculum until they have been taught twice and reviewed by the faculty. These LS 690 courses can be designed to meet specific needs which may only be of short duration.

Ways in which the library education program might most feasibly offer future contributions to continuing education for health science librarians in:

Teaching

We have some options in the off-campus program to offer courses of interest to them.

Public Service

The Office for Continuing Education is willing to work with any group in state and has already done so with the HILP program- primarily for planning and resource.

Other resources the library education program or the institution might be able to contribute to state or regional continuing education for health science librarianship.

- A good T. V. production facility which has done some reference tapes already.
- Headquarters for courseware development in the Appalachian Education Satellite Project
- A combined medical library and communications administration
- Current development of the Health Information Library Project (HILP) out of Morehead, Ky.

The continuing education unit.

Both the University and the College offer c.e.u.'s using national standards.

Person responsible for continuing education and/or extension in the library education program

Name: James A. Nelson
Title: Director, Office for Continuing Education
Address: College of Library Science
University of Kentucky
Lexington, KY 40506
Phone: (606) 257-1734

Person respsonsible for continuing education and/or extension in the institution

Name: Stephen Langston
Title: Assistant Vice President for Continuing Education
Office for Continuing Education
University of Kentucky
Lexington, KY 40506

Phone: (606) 257-2881

Other individuals in the state who are or might be interested in contributing to continuing education for librarians.

Ms. Jenny Fox, Director of Education
Kentucky Educational Television

Ms. Ellen Hellard, Director of Field Services
Kentucky Department of Library and Archives

Mr. Omer Hamlin,Director
U. K. Medical Center and Communications System

Dr. Nofflet Williams, Appalachian Education Statellite Project

Ms. Priscilla Gotsick
Director of Health Information Library Project

Tom Sutherland, Executive Secretary
Kentucky Library Association

Directors of other library education programs (see list in appendices)

UNIVERSITY OF MICHIGAN

The University of Michigan has for several years offered extension courses as part of their library education program. Before the Wayne State program got off the ground and established itself as it now is, the University of Michigan had several extension offerings in Detroit. They now offer courses at Grand Rapids, Flint, and Dearborn. The Grand Rapids extension program is done in conjunction with Western Michigan University and the courses are listed in the catalogs of both institutions. At Grand Rapids, each school teaches three courses but they are offered during different terms.

There is a provision at Michigan for students not enrolled in the formal library science program to take courses for academic credit but not for a degree. The Library School catalog describes it as follows:

> Special admission may be granted to a qualified student who wishes to elect graduate work in library science for credit, but who is not an applicant for the A.M.L.S. degree at The University of Michigan. Special admission is available to students in good standing in any recognized graduate school. It may also be granted to qualified students holding a bachelor's degree from an accredited institution for the purpose of attending a special institute or workshop. Individuals already holding a degree in library science may be admitted as special students to take additional courses to strengthen their professional education.

The Michigan Library School is interested in continuing education and they are encouraged by the state to do more, but this encouragement is not supported with extra money and their efforts

would have to be self-financing. The library school has lost $45,000 over the last three years which is reflected in terms of a net loss of one full professor, one administrative assistant and all student assistants for faculty as well as a loss in part-time intructors. I think it would be unreasonable, in the face of these odds, to expect this school to do much more than they already are without some help.

The University, however, is in the midst of a long-range plan which has required the library school to provide input in the planning process by way of a projection outlining their long-range plans. Continuing education is part of this plan. The library school earlier had gone so far as to budget out a position for a faculty member to do the continuing education for them, but there was never any response to this by the state or the University. They have just completed Phase I of the plan which required a general framework for future activities. Now they will have to go into the next phase and be more definite about what it is they really would do. In the final phase, the library school would put some dollar figures to this as a budget document. I think it is fair to say that Michigan would like to be doing more in continuing education and would if there was some help, but it looks bleak in the context of their current situation.

The University of Michigan has worked with other library schools in the state as well as with representatives from the local chapters of national library associations in coordinating a continuing education effort which seems to have been formed as an

ad hoc type of group but is now falling within the scope of the Michigan Library Association. The State Library has made some moves on the continuing education scene, but there is some doubt as to what this will mean for the library education programs. Elizabeth Lindsay, Specialist in Continuing Education for the State Library, has circulated their goals and objectives for continuing education (see Appendix), but there has not been any concrete plan for the education programs to fit into.

The flexibility of this particular program which could have some impact on greater participation in any continuing education effort is the autonomy they seem to have within the parent institution. Promotion and tenure is left pretty much up to the dean, so if external activities were to be given some credibility by the school, faculty members could participate without the traditional fear of not getting promoted for involvement in these kinds of activities.

The extension courses offer some opportunities for continuing education but would not be appropriate for every drop-in student as they presently are set up. A good deal of control is exercised over admittance to these courses to assure quality and any health science librarian who does not have an approved B.A. degree and some indication of competency would probably not be admitted to the class. This shouldn't, however, be any problem for the librarian with credentials who wants to pick up some more coursework to improve his or her own performance.

The School of Library Science at the University of Michigan seems ready and willing to make a more aggressive commitment to continuing library education if they can get some help. Since the primary responsibility of any ALA accredited library school is their campus program, I feel it would be unreasonable to expect much more until more help arrives.

QUESTIONNAIRE REPORT - UNIVERSITY OF MICHIGAN

Contributions made which were specifically for health science librarianship in the areas of:

Teaching

742 - Medical Bibliography
746 - Medical Library Administration
613 - Medical Information Organization and Retrieval (no. will be changed in 1977 to a 700 no.)
626 - Science Bibliography
650 - Documentation of Scientific Literature

Research

Survey of Women and Minorities in Medical Libraries, 1972 (emphasis on minorities)

Reed, James R. The Case for Public Health Librarianship (Rittenhouse Award)

Public Service

Non-degree educational activities.
Workshop on How to Cope with Government Documents, Michigan Health Sciences Libraries Conference, 1972
Legal and Medical Information Sources for the Consumer: Nature, Selection, Evaluation, Use, Problems, 1976 with Michigan Library Association

Trends and Issues Seminar which includes annual lecture by an outstanding medical librarian and educator
1973 - Erich Meyerhoff, Bd. of Directors MLA
1974 - Dr. Estelle Brodman
1975 - Dr. Estelle Brodman
1977 - Dr. Estelle Brodman

General contributions made which could apply to health science librarianship in the areas of:

Teaching

500 - Introduction to Communication
529 - General Reference Materials
550 - Introduction to Information Sciences
645 - Repography Techniques
661 - Data Processing for Librarians
704 - Seminar in Media Production
736 - Special Libraries
751 - U. S. Government Documents
775 - Technical Services
865 - Seminar in Information Science

Research

UMSLS faculty are engaged in varying research or projects that are beneficial to health sciences librarianship, e.g., student surveys, experimental teaching methods, computer-assisted reference courses, SDI projects, etc.

Public Service

Workshops and institutes, e.g., SDC and Dialog, mini-courses for special groups, open convocations with outstanding librarians as speakers, e.g., Executive Director, ALA, Presidents of ALA, SLA, etc.

Perceived strength (s) of the library education program.

UMSLS greatest strength is the fact that the program is geared to the individual student's interest, i.e., programs are offered in the major areas, public, school, special and academic librarianship and the student is able to benefit from a tailormade program

Courses presently existing in the curriculum (on campus or off) which would be most convenient for working librarians.

Through UM Extension Service UMSLS has been able to offer a wide variety of courses, usually the same as on campus, over a two-year period. These courses are often taught by on campus faculty. Working librarians may or may not elect to receive credit for these courses. Among courses taught have been those in medical librarianship.

Ways in which the library education program might most feasibly offer future contributions to continuing education for health science librarians in:

Teaching

Regular courses for credit
Minicourses
Cooperative efforts with associations, library agencies, etc. KOM, CLENE, Mich. Lib. Assoc.
Cooperative efforts with other library schools, eg. Western Michigan University

Research

Joint research projects with KOM and/or other library schools and/or other associations or agencies or independent research projects beneficial to all.

Public Service

Expanded programs based on recommendations of UMSLS Continuing Education Committee.

Other resources the library education program or the institution might be able to contribute to state or regional continuing education for health science librarianship.

Cooperative efforts are already underway. UMSLS organized and sponsored the first and second statewide continuing education meetings, which have now become a regular occurence.

The continuing education unit.

The CE Committee of the UMSLS is working on a policy statement regarding this.

Person responsible for continuing education and/or extension in the library education program.

Name:	Dr. Kenneth Vance (Extension)	/Dr. Gwendolyn Cruzat
Title:	Assistant Dean	Associate Professor
Address:	107 Winchell House	(Chairman-Continuing
	University of Michigan	Education Committee)
	Ann Arbor, Michigan 48104	
Phone:	(313) 764-9376	

Person responsible for continuing education and/or extension in the institution

Name:	Dr. Alfred Storey
Title:	U-M Extension Service
Address:	412 Maynard Street
	Ann Arbor, Michigan 48109
Phone:	(313) 764-5301

WAYNE STATE UNIVERSITY

The library school at Wayne appears to be quite interested in continuing education for library personnel. The general feeling seems to be that if the people and needs are there, they will go out and do the program. Special efforts are made by the school to assess local needs. The school's special courses, aging, disadvantaged, etc., in fact are now being targeted specifically for working librarians. In making this commitment, however, they are speaking of their service area of five counties: Wayne, Oakland, Macomb, Monroe and St. Clair.

Wayne feels it has balanced the "medical librarianship course" demand market and now looks to needs of working librarians rather than formal initial certification types of courses. They will design non-credit courses (i.e., short courses, mini-courses, etc.) for these librarians at a charge of $10.00 per session up to $50.00. According to the Wayne State catalog, academic units of the University can offer short-term courses (less than five weeks in duration) for academic credit. These courses must provide "at least eleven contact hours and the requisite proportion of outside preparation for <u>each</u> hour of credit."

Perhaps the most promising activity currently under consideration at the library school is "modularization" of the courses with the objective of packaging some self-learning components for use in the field. The modularization project grew out of an earlier project just completed by two library school faculty members in

cooperation with the College of Education, Inst. for Research of Competency Based Teacher Educ. at Wayne. A modularized self-study package was developed by Larson and Booth which focused on identifying and analyzing sources of professional information in Home Economics as part of vocational and technical education service. The modules involve competency-based education and evaluation culminating in an examination given to determine mastery of content. At Wayne there has been an opportunity to petition a course for credit through their "Advanced Credit Examination" option and this might lend itself to the learning package approach being pursued in the library school. Modules may be converted to fractional or full hours of credit upon demonstration of competency.

Other possible supplementary sources of instruction for the working librarian are the "Dial Access" lectures available to students on campus. These are taped lectures which students can dial up by telephone. If working librarians would like to tap into these, arrangements could possibly be made to duplicate the tapes. There are also slide-tape presentations for library science students and these might fit into an off-campus effort of some kind. The library school has good access to media production of various types and has even done some work with educational television in the area.

Although the main focus of external efforts at the library school is the practicing librarian with a master's degree, there does seem to be a great deal of interest in continuing education and helping the working professional. The administration is interested in serving this clientele and in tying this in with

the actual campus program through competency-based learning and modularization of certain areas in the curriculum. Health science libraries in Wayne's service area can benefit from instruction in particular areas if they approach the school and those out in the state might benefit from the modularization program in the future.

QUESTIONNAIRE REPORT - WAYNE STATE

Contributions made which were specifically for health science librarianship in the areas of:

Teaching

LS 8484 - Subject Reference and Bibliography: Science and Technology
LS 8497 - Medical Bibliography and Medical Library Administration
LS 7490 - Graduate Professional Field Experience (Health Science Library)
(a) Individual hospital learning placement
(b) Rotating placement several hospitals
LS 7496 - Directed Study - MEDLINE on-line access
Directed Study - Med. Lib. Cat. & Classif.

Research

About 1200 master's projects have been completed at WSU between 1965 and 1976. A dozen or more of these are in the field of medical librarianship.

Public Service

New Directions in Technical Services Workshop
Service to Handicapped, Shut-In, Institutionalized Workshop

General contributions made which could apply to health science librarianship in the areas of:

Teaching

LS 5497 - Introduction to Librarianship
LS 5495 - General Reference Services
LS 7492 - Special Libraries
LS 5496 - Computers and Research
LS 7517 - Government Publications
LS 8492 - Automation and Data Processing for Libraries
LS 7496 - Indexing and Abstracting

Perceived strength (s) of the library education program

Strong faculty, opportunities for field work in a large number of a wide variety of libraries. More than 50% of all libraries in State of Michigan are within 45 minutes of Wayne State Univ. Close cooperation with on-campus KOM Regional Medical Library. Location within one of nation's largest and most sophisticated medical centers with close working relations with all of the hospital medical libraries involved, as well as with medical school.

Courses presently existing in the curriculum (on campus or off) which would be most convenient for working librarians.

We regularly offer late afternoon and evening sections of most of our classes. As a commuter type University we have always done this.

Ways in which the library education program might most feasibly offer future contributions to continuing education for health science librarians in:

Teaching

Dev. of additional course offerings in med. lib. both up date and new developments.

Research

By graduate students to meet master's degree requirement.

Public Service

Mini-workshops (see "modularization" notice in institutional report in narrative)

Other resources the library education program or the institution might be able to contribute to state or regional continuing education for health science librarianship.

Liaison with DENT-TV program for training nurses; conference facilities, interdisciplinary faculty consulting.

The continuing education unt.

CEU's approved in November 1976. We are working out details with WSU/College of life-long learning.

Person responsible for continuing education and/or extension in the library education program.

Name: Ms. Genevieve Casey
Title: Professor
Address: Division of Library Science
315 Kresge Library
Detroit, Michigan 48202
Phone: (313) 577-1825

Person responsible for continuing education and/or extension in the institution

Name: Dr. Robert E. Hubbard
Title: Dean, College of Lifelong Learning
Address: 5980 Cass Ave.
Detroit, Michigan 48202
Phone: (313) 577-4675

Other individuals in the state who are or might be interested in contributing to continuing education for librarians.

Mrs. Frances Pletz
Executive Sec., Michigan Lib. Assoc.
Miss Elizabeth Lindsey
State Library, Lansing, Mich.
Dr. Vern Pings
Wayne State Univ. Libraries
Mr. James Williams,II
Dir. Regional Med. Lib. WSU
Prof. Miriam T. Larson
WSU Div. of Lib. Sci.

WESTERN MICHIGAN UNIVERSITY

The administration and faculty at Western Michigan seem more than willing to do anything they can for the practicing librarians, but they do have one constant problem. If they go off campus, the credit for students who are enrolled in their courses goes to the Division of Continuing Education and not to the library school, while they are also expected to keep up their own enrollments and generate their own F.T.E.'s. The school is quite capable in setting up mini-courses for groups of librarians and would be most willing to do so for medical librarians if they could come to campus. This doesn't rule out completely the possibility of offering courses at locations around the state, but it would not really profit the school to do this under current conditions.

Students may formally enroll in graduate courses in the consortium at Grand Rapids or may audit courses if they so desire.

The library school has an option of going through the Division of Continuing Education or by itself in doing workshops and other short-term non-traditional activities, but typically they have gone with Continuing Education for the workshops since Continuing Education will take care of all logistics. The costs for these kinds of activities are determined on a zero based budget and vary with the cost of the workshop.

There is a 690 course number in their curriculum which allows for any new course to be developed to meet particular needs which may not have a long-run utility. I would imagine that courses dealing with medical librarianship could be developed under this number. Presently the library school is offering a mini-course

on Automation and the Library under this number. They have also offered mini-courses on Crisis Management in School Libraries and on Information and Referral. People commute from 70 to 100 miles for these courses which are offered for one credit hour only in the mini-course format.

Western Michigan offers several regular courses on weekends or during the evening hours also. In short, they appear to be interested in doing something for working librarians and are already doing much.

There is also a lecture series at Kalamazoo which might well be of interest to those in the Health Science Librarianship field. This is the "Alberta L. Brown Lectures in Special Librarianship" program made possible through a grant from the Upjohn Company. This grant was made to honor the former head research librarian of the Upjohn Company who was also a former Associate Professor at the School of Librarianship at Western Michigan. Previous programs appears in the appendices.

QUESTIONNAIRE REPORT - WESTERN MICHIGAN UNIVERSITY

Contributions made which were specifically for health science librarianship in the areas of:

Teaching

We do not have a course that is entirely a health science librarianship course, i.e., that all students taking the course are taking a course in this area.

Students may take one of our individual study, readings, or field experience courses and concentrate for the whole term on health science librarianship or an aspect of it.

These courses are: "Readings in Librarianship" (598); Library Experience (607); Independent Research (710); Professional Field Experience (712); and Master's Thesis (700).

Research

Carroll, Hardy, ed.
Environmental Information Programs for Public Libraries
(Kalamzaoo, MI: Western Michigan University, 1973)

Public Service

Institute on Environmental Information Programs for Public Libraries, May, 1972.

General contributions made which could apply to health science librarianship in the areas of:

Teaching

512 - Reference Services
613 - Subject Bibliography: The Sciences
618 - Libraries and the Multi-Sensory Communication Media
628 - Survey of Special Libraries
632 - Tecynical Services Seminar
634 - Library Automation
635 - Information Storage and Retrieval
636 - Indexing, Abstracting and Automated Language Processing Mini-courses

Public Service

The Alberta L. Brown Lectures in Special Librarianship

Perceived strength (s) of the library education program.

School Media Specialist Program (M.S.L.)
Cataloging and Technical Processing Procedures
Opportunities for hands-on experience with various media, library technology and computers, including the creation of packages and programs.
Field experience course (607) --in general the librarians who supervise the interning students are very helpful

Courses presently existing in the curriculum (on campus or off) which would be most convenient for working librarians.

Studies in Librarianship (690) -- This is the minicourse course. It can be taught any number of times in one semester

613 - Subj. Bibl. Sciences
634, 635 - Have all been offered late in the afternoon

Ways in which the library education program might most feasibly offer future contributions to continuing education for health science librarians in:

Teaching

Continue covering it, and allowing it as a student specialization in, the following courses:

Survey of Special Libraries (628)
Subject Bibliography: The Sciences (613)
Library Experience (607)
Library Administration and Management (622)
Library Automation (634)
Information Storage and Retrieval (635)
Indexing, Abstracting and Automated Language Processing (636)
Readings in Librarianship (598)

We may decide to offer a course entitled:

Health Science Information Sources

(This would include health science reference materials, MEDLINE practice, some general problems of communication and transfer of information in the health sciences.)

Right now we are short-handed for teachers who could teach this. (Those who could don't have the time).

Research

Our area (Southwestern Michigan) would be a good area for carrying out a study in the use of health science information sources. There has recently been organized a regional medical agency which is trying to rationalize (e.g. limit duplication of expensive esoteric equipment and special-care medical units) the health care delivery systems in this area. It would be interesting to see what could be done to rationalize the information agencies (including libraries) and bring about greater coverage of the present flow of national and international health science information.

Other resources the library education program or the institution might be able to contribute to state or regional continuing education for health science librarianship.

A-V production

Closed circuit TV possibilities

The continuing education unit.

The University as a whole does offer them through Continuing Education Division. Follows national guidelines.

State library and library educators are now studying possibility for state library education guidelines.

Person responsible for continuing education and/or extension in the library education program.

Name: Dr. Jean E. Lowrie
Title: Director
Address: School of Librarianship
Western Michigan University
Kalamazoo, MI 49008
Phone: (616) 383-1849

Person responsible for continuing education and/or extension in the institution

Name: Dr. Leo Stine
Title: Dean
Address: Division of Continuing Education
Western Michigan University
Kalamazoo, MI 49008
Phone: (616) 383-1860

Other individuals in the state who are or might be interested in contributing to continuing education for librarians.

Ms. Elizabeth Lindsey, Specialist in Continuing Education, The State Library of Michigan, Lansing, MI

APPENDIX I

PROJECT INFORMATION

Relevant Correspondence

Committee Meeting Minutes

COMMITTEE FOR CONTINUING EDUCATION

There has been interest shown at the last two meetings of the Executive Committee concerning the need for continuing education opportunities in the KOMRML region. As a result of this interest, a Committee for Continuing Education was appointed at the East Lansing meeting.

Discussions have been held by different individuals in KOMRML with representatives from MLA, NLM and Library Science faculty within our region. The need is evident but the structure of operation must be defined along with plans for formulation of this activity.

The Committee on Continuing Education is charged as follows:

1. Define the continuing education needs of professionals and technicians in all types of health science libraries in KOMRML.

2. Review the existing programs provided via MLA.

3. Cooperate with the Library Schools within KOMRML that are accredited for MLA courses in Medical Librarianship especially as related to both CEU and academic credit.

4. Prepare a working paper for discussion at the June 1976 Executive Committee Meeting.

Please be prepared to give a progress report at the January meeting of the Executive Committee.

Mr. James Williams will provide guidance regarding administrative support.

COMMITTEE ON CONTINUING EDUCATION

Omer Hamlin, Jr., Chairman
Director, Medical Center Library
University of Kentucky Medical Center
Lexington, Kentucky 40506

Jan Closurdo
H.I.R.A. Medical Library
c/o St. Joseph Mercy Hospital
900 Woodward Avenue
Pontiac, Michigan 48053

Robert Cheshier
Cleveland Health Sciences Library
11000 Euclid Avenue
Cleveland, Ohio 44106

Faith Van Toll
KOMRML Central Office
Shiffman Medical Library
4325 Brush
Detroit, Michigan 48202

Penny Young
Health Sciences Library
U.C. College of Medicine
231 Bethesda Avenue
Cincinnati, Ohio 45267

cc: Mr. James Williams

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KOMRML

COMMITTEE FOR CONTINUING EDUCATION

UNIVERSITY OF CINCINNATI HEALTH SCIENCES LIBRARY

December 18, 1975

Present:

Omer Hamlin, Jr., Chairman
Robert Cheshier
Jan Closurdo
Faith Van Toll
Penny Young

The initial meeting was opened with a general discussion concerning the charge to the Committee and the need to get the supporting data to complete the charge. The concern by KOMRML for action in the area of Continuing Education has been evident for several months.

There were several questions raised which will have to be answered during the tenure of this Committee:

What are the benefits of taking Continuing Education courses?

Is there a conflict with MLA and/or NLM in offering regional courses or workshops?

Who determines the number of continuing education units allowed for courses and workshops?

Will MLA accept our programs as credit toward recertification?

Will Library Schools in our region cooperate with KOMRML as a joint effort?

The Committee agreed that courses and workshops should be offered for participating and basic unit libraries on the following levels:

Professional
Technicians
- Degree
- Non-degree
- Care takers

Wayne State Library School is only interested in working with professional librarians. The University of Kentucky has allowed non-degree staff to attend their programs. Case-Western has also opened their workshops to staff not possessing the Masters. The Michigan Library Association has taken the responsibility of coordinating continuing education for all types of librarians. The Kentucky Library Association has been requested to form a committee. The Ohio Library Association is oriented more to public libraries and the Committee is unaware of any supported continuing education activity.

All areas of the health care professions are now offering continuing education courses and in some cases required for recertification, e.g., physicians, dentists, nurses, ambulance drivers, medical technologists, etc. Most of these people want to satisfy their requirements in their own communities and someone will have to assist and verify the offerings. Is that the librarian in many hospitals? This involves more than interlibrary loans. Consideration should possibly be given to offering library related courses for these professions which would be acceptable by their specialties.

In order to define the continuing education needs in KOMRML, a questionnaire is probably the best tool. It was requested that Mr. Jim Nelson, Director of Continuing Education, College of Library Science, University of Kentucky be asked to assist the Committee in this task. Mr. Nelson has considerable experience and has expressed previous interest in working with KOMRML. The results of this questionnaire should be supplemented with an index of resources available in the three States. Central Office should be responsible for mailing and collecting the questionnaires.

The program should be self-supporting and not funded by the extramural grant and not jeopardise renewal by NLM.

The following documents were distributed to the Committee for their consideration and files:

Nelson, James: The Kentucky Model for Statewide Continuing Library Education.

University of Kentucky College of Library Science: Program Outline.

CLENE: Continuing Library and Information Science Education.

WICHE: Fact Sheet on the WICHE Continuing Education and Library Resources Program.

900 Woodward
Pontiac, Michigan 48053

March 1, 1976

Mr. Omer Hamlin
Director
Medical Center Library
University of Kentucky
Lexington, Kentucky 40506

Dear Omer,

Please accept my apologies for tardiness in getting comments on Jim Nelson's materials to you. Being called for jury duty in the middle of our budgeting process has left me with little time to call my own. However, I have finally looked over all the materials distributed at the committee's meeting in Louisville and have some comments for you.

First, I agree that the only viable survey method for our committee is the questionnaire, despite any disadvantages inherent in this format. My initial reaction to Jim's draft questionnaire on continuing education for librarianship was "this is far too long". After several re-readings, however, I came to the conclusion that we couldn't shorten it much without severely limiting the information that will be of use to us. Of course, there are obvious adaptations which must be made, since we will be surveying a different population, but basically Jim's work can be used by us with ease. Instead of listing my comments on the questionnaire here, I've written them directly on it and enclosed it for you to pass on to Jim.

Second, I found Jim's memo to potential trainers particularly interesting. I think, if he is willing to allow us to use it, that his Human Resource Inventory could be of great use to the committee as we plan for the future. Perhaps I'm misreading the intent of the KCM Executive Committee, but it appears to me that they expect continuing education, and thus a continuing education committee, to be a long-standing commitment--one that is only just beginning. If this is true, I would expect the committee's responsibilities will have to include a continuous tabulation of available training personnel, among other expanded charges.

Third, and finally, I view the remainder of the documents as good background materials for our perusal more than as models upon which to pattern ourselves. Part IV of Jim's draft questionnaire seems to me to be an excellent tool for needs assessment, which is obviously the starting point for any successful program. It is essential for us, however, to read materials such as these, for without a full understanding of what CEU means, what KOM's relationship to the existing library schools is, and what KOM can do to promote continuing education, we cannot develop and help implement useful CE courses.

I am truly sorry to have missed the opportunity to meet Jim Nelson in Louisville. I am absolutely delighted that the committee has asked him to assist us in preparing a proposal for regional continuing education efforts as I am sure we could not have better or more able assistance. If I can do anything more for either of you before the committee meets again, please don't hesitate to contact me. I'm a free woman again now that my "civic responsibilities" are over.

Sincerely,

Janette S. Closurdo
Director of Libraries

JSC/kb

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March 16, 1976

MEMORANDUM

TO: Omer Hamlin, Chairman
Committee for Continuing Education, KOMRL

FROM: James Nelson, Director

I am impressed with the enthusiasm and vigor with which your continuing education committee is pursuing the charges issued it by the KOMRL Executive Board. This kind of commitment provides the kind of positive environment which is most favorable to meaningful program development, and I am pleased your committee has asked for my assistance in its work over the next several months. On the basis of your correspondence and the other information you have forwarded me, as well as the meeting we had in Louisville with the committee members, let me outline what I understand my function will be in working with the committee.

The Library School Visits

I will be visiting the six ALA accredited library education programs in Kentucky, Ohio and Michigan (Case Western Reserve, Kent State University, University of Michigan, Wayne State University, Western Michigan University and possibly a scheduled visit with the new Acting Dean at the University of Kentucky) to meet with the Deans and Directors as well as faculty charged with the responsibility of continuing education, medical library education faculty and Directors of their medical libraries. Prior to these visits, the Deans and Directors will be sent a letter of introduction to me with the stated purpose of my visit and the schedule of when the visits will take place. I understand that Jim Williams will write these letters in the name of the KOMRL Executive Board and Administrative Office.

Purpose of Visits

The overall purpose of my visits to the library education programs will be to determine what future role(s) they might play in a region based continuing education program for medical and health science librarians. More specifically, I perceive the following objectives to guide the visits:

I. To assess the current status of continuing education for medical and health science librarians in KOMRL states as provided by the library education programs.

II. To identify possible areas of future involvement by the library education programs in regional or statewide continuing education for medical and health science librarians in the KOMRL states.

III. To identify the rewards available for continuing education activities offered by the library education programs in the KOMRL states (i.e., continuing education units, academic credit for off-campus offerings or independent study, etc.)

IV. To identify resources which could be made available through the library education programs or medical libraries for offering continuing education activities for medical and health science librarians in the KOMRL states (i.e., faculty, staff, students, facilities, materials, etc.)

Actual Outcomes

After completing my visits to the accredited library education programs in the KOMRL states, I will draft a report to the continuing education committee which will summarize my findings. I envision this report to contain a listing of what has already been done by the library education programs for continuing medical and health science librarianship in the region; an array of possible activities or services which these library education programs might offer in the future; rewards available in the region for participation in continuing library education; and a list of resources which could contribute to the development of future continuing education offerings for medical and health science librarians in the KOMRL states. I also feel it somewhat incumbent on me as consultant to the continuing education committee to offer a few recommendations for developing a regional effort for continuing medical and health science librarianship on the basis of my visits. I do not see this as a plan of any sort, however, as such a plan would require a more careful look at the other side of the coin: the needs analysis and human resources inventory being developed by the continuing education committee.

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Funding

It is my understanding that KOMRL will reimburse my expenses and provide an honorarium to be negotiated in the future. The actual price of this project will have to be determined on the basis of what real costs KOMRL will have to absorb and what costs can be absorbed by the library education programs or medical libraries to be visited.

Other Comments

I think the proposed visits to library education programs in the KOMRL states will open new and promising avenues for cooperation in the region between library education and medical librarianship. At the very least, these visits should give a good indication of what is possible and what is not as well as open a dialogue between educators and practitioners in this critical area of librarianship. In combination with the other activities currently being carried out by the continuing education committee, the visits to library education programs can lay a strong foundation for regional continuing education for medical and health science librarianship.

As per the stated concern of the continuing education committee over possible conflict with MLA or NLM in pursuing a regional program of continuing education, I have talked with Dr. Virgo (Director of the Division of Education, Medical Library Association) and she assured me it is virtually impossible for a national association to speak directly to the needs of all local members and that she felt the KOMRL effort would in fact add a needed dimension to continuing medical library education which they could not touch on. I have not explored this issue with anyone at the National Library of Medicine as of this time, but would encourage this to be done if it has not already. I personally do not think there will be any conflicts, but rather that there should be many mutual benefits. The real winners in the approach suggested by the continuing education committee activities will be the librarians in KOMRL medical facilities.

In conclusion, I feel that the model developed by KOMRL in planning a regional approach to continuing education for medical and health science librarianship should be well publicized for the benefit of other regions in the country. It has the potential of setting the pace in cooperation between educators and practitioners; between states; and, between regional and national medical library programs.

JAN/bab

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

ALBERT B. CHANDLER
MEDICAL CENTER
MEDICAL CENTER LIBRARY AND
COMMUNICATION SYSTEMS
OFFICE OF THE DIRECTOR

April 29, 1976

M E M O R A N D U M

TO: KOMRML Continuing Education Committee

FROM: Omer Hamlin, Jr., Chairman

SUBJECT: Committee Meeting

The next KOMRML Continuing Education Committee Meeting has been scheduled for May 21, 10:00 a.m., at the Greater Cincinnati Airport, Americana Inn, Barkley House.

We will receive Jim Nelson's proposal as Consultant and objectives to be attained. Mr. Nelson is preparing a draft letter of introduction to be sent to the Deans of the Library Schools in KOMRML. He will be with us for the meeting.

I have asked Jim Williams to join us since I feel we have completed preliminary work and are ready to move toward the implementation of a coordinated Continuing Education Program in our region.

cc: Emmett Costich
Jim Williams
Jim Nelson ✓

KENTUCKY-OHIO-MICHIGAN REGIONAL MEDICAL LIBRARY
CONTINUING EDUCATION COMMITTEE
AMERICANA INN
FLORENCE, KENTUCKY
May 21, 1976

James Williams II - Kentucky-Ohio-Michigan Regional Medical Library, Director
Omer Hamlin, Jr. - University of Kentucky, Chairman
Robert Chesheir - Case-Western Reserve, Member
Jan Closurdo - St. Joseph Marcy Hospital, Detroit, Member
Faith Van Toll - Kentucky-Ohio-Michigan Regional Medical Library, Member
Penny Young - University of Cincinnati, Member
James Nelson - University of Kentucky, Guest
Mary Moberly - University of Kentucky, Secretary

Mr. Hamlin opened the meeting with general comments about the prograss of the Committee to date. The Committee was presented a draft copy of a letter to be sent by Mr. Williams to the Deans of the ALA accredited Library Schools in Kentucky, Ohio and Michigan introducing Mr. Nelson and requesting an appropriate time for him to visit their schools. The letter will state the following objectives for the visit:

1. To assess the current status of continuing education for medical and health science librarians in KOMRL states as provided by the library education programs.

2. To identify possible areas of future involvement by the library education programs in regional or state-wide continuing education for medical and health science librarians in the KOMRL states.

3. To identify the rewards available for continuing education activities offered by the library education programs in the KOMRL states (i.e., continuing education units, academic credit for off-campus offerings or independent study, etc.)

4. To identify resources which could be made available through the library education programs or medical libraries for offering continuing education activities for medical and health science librarians in the KOMRL states (i.e., faculty, staff, students, facilities, materials, etc.)

The Committee approved Mr. Williams sending the letter with a follow up by phone calls in July by Mr. Nelson. The visits are anticipated for the first two weeks in August.

The request to fund the visits will be presented to the Executive Committee at Ann Arbor on June 28. The primary costs are for travel and honorarium.

May 21, 1976

Mr. Nelson will prepare a report of his findings to the Committee with the final report submitted to Executive Committee in October.

The Extramural Coordinators will be responsible for needs assessment and human resources inventory. They are to be notified of this possible activity at the Extramural Coordinators Meeting in Detroit, May 27, 1976.

cc: James Williams
Emmett Costich
James Nelson

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May 24, 1976

Mr. James F. Williams, II
Director, Kentucky, Ohio, Michigan
Regional Medical Library Program
Wayne State University
Medical Library
4325 Brush Street
Detroit, Michigan 48201

Dear Jim:

The Cincinnati meeting last Friday seemed a productive one, and I am encouraged by the general inertia of support your group has started in developing a "regional" continuing education program. As I mentioned at the meeting, this proposed program is exciting to me for several reasons: It crosses many lines in a cooperative venture; Its focus is regional; It has never been done before; The support from key institutions indicates potential for success; and, It provides an opportunity for many to be involved in the development of a model with national implication. I am looking forward to working with you and the Continuing Education Committee in initiating this regional continuing education program for health science librarians.

As agreed at the Cincinnati meeting, I will have my preliminary draft of the survey instrument out to the committee by May 31. This will give the committee a chance to review this draft and get their reactions back to me no later than June 10. With this done, you should be able to release your letter to the Deans and Directors by the end of June, and I will begin calling these individuals during the first two weeks in July. My understanding is that your letter will recommend that my visits take place during the first two weeks in August and that it is hoped we can accomplish the actual visits in one week so that I can draft my report before the end of August. I will consult with airline travel schedules and will consider the option of automobile travel so that I can let you know what kinds of expenses will be incurred in getting around to the six institutions.

I am including with this letter a copy of my most recent resume for your files. I think it will help to fill you in on some of the details on my past experience and serve as record for your contractual arrangement with me to work on the regional continuing education project.

Once again, let me express my attitude of encouragement for the ambious new look of KORMLP under your leadership. I am sure this region will provide national leadership in the medical library field, and I am very pleased to be part of that leadership move. I remain very interested in your "human resources" program in creating a better community feeling among the regional medical people, and I hope you will keep me posted on how your planning on this goes.

I look forward to our future relationship in achieving the objectives of the Continuing Education Committee.

Sincerely,

J. A. Nelson
Director

JAN/bab

Enclosure

CC: Omer Hamlin

KENTUCKY - OHIO - MICHIGAN
REGIONAL MEDICAL LIBRARY

PARTICIPATING LIBRARIES

CLEVELAND HEALTH SCIENCES LIBRARY—
OF THE
CLEVELAND MEDICAL LIBRARY ASSOCIATION
AND
CASE WESTERN RESERVE UNIVERSITY

MEDICAL COLLEGE OF OHIO AT TOLEDO
MEDICAL LIBRARY

UNIVERSITY OF LOUISVILLE
KORNHAUSER HEALTH SCIENCES LIBRARY

UNIVERSITY OF DETROIT
SCHOOL OF DENTISTRY LIBRARY

MICHIGAN STATE UNIVERSITY
SCIENCE LIBRARY

OHIO STATE UNIVERSITY
HEALTH CENTER LIBRARY

UNIVERSITY OF CINCINNATI
MEDICAL CENTER LIBRARIES

UNIVERSITY OF KENTUCKY
MEDICAL CENTER LIBRARY

UNIVERSITY OF MICHIGAN
MEDICAL CENTER LIBRARY

WAYNE STATE UNIVERSITY
MEDICAL LIBRARY

CENTRAL OFFICES:
WAYNE STATE UNIVERSITY
MEDICAL LIBRARY
4325 BRUSH STREET
DETROIT, MICHIGAN 48201

PHONE: 313-577-1101
TWX: 810-221-8163

Subject: Continuing Library Education for Health Sciences Librarians

From: J.F. Williams, II, Director, Kentucky, Ohio, Michigan Regional Medical Library Program

To: Deans and Directors of Library Education Programs

Date: July 12, 1976

The Kentucky, Ohio, Michigan Regional Medical Library Program (KOMRMLP) is part of a nationwide system of biomedical resource libraries charged with the responsibility to respond to the information needs of health professionals in a three-state Region. KOMRMLP offers and coordinates (i) document delivery through interlibrary loan and a referral service to assure that unfilled document requests are referred to other KOMRMLP libraries or the National Library of Medicine, (ii) computerized bibliographic search services, and (iii) an extramural (consultant) program directed toward the improvement of professional skills in librarianship and physical facilities. During the past year, the Program has concentrated on the improvement of information services and the means to affect such improvement. A Committee on Continuing Education was appointed, and charged with the responsibility to develop a rational program for 'regionalizing' continuing library education for health sciences librarians in the Region. One component in planning such a program is the determination of roles which library education could or should play in the development of a regional CE program. Although the Medical Library Association and the National Library of Medicine offer excellent educational programs, the rich educational resources within the three states cannot be denied for their potential to make a substantial contribution to CE because they are closer to the needs particular to the Region.

In order to determine the kind of CE effort best suited to the Region's needs, an assessment of existing educational resources and their potential is planned.

Jim Nelson, Director of Continuing Education for the College of Library Science at the University of Kentucky, plans to visit the accredited library schools in the Region to discuss their participation in a regional CE program for health sciences librarians. Jim would like to meet with you, faculty members responsible for CE, the medical librarian and any other faculty you feel should be involved in the discussion. The objectives of Jim's visit are:

1. To assess the current status of CE for health sciences librarians in the Region as provided by library education programs.

2. To identify possible areas of future involvement by library education programs in regional or state-wide CE activities.

3. To identify the rewards available for CE activities offered by the Region's library education programs (i.e. CE units, academic credit for off-campus offerings, independent study, etc.)

4. To identify resources which could be made available through the Region's library education programs or medical libraries for offering CE activities (i.e. faculty staff, students, facilities, materials, etc.)

The plan is to schedule all visits during one week so that Jim can travel from one campus to another before returning to Lexington. Jim will phone you to arrange an interview, but tentatively sometime in the first two weeks of August will be sought.

I look forward to the possibilities of 'regionalizing' continuing education for health sciences librarians in Kentucky, Ohio, Michigan through a close affiliation with existing library education programs. I solicit your assistance to focus the educational resources of the Region on its educational needs, in an effort to strengthen the delivery of information services to health professionals.

July 28, 1976

MEMORANDUM

TO: Deans & Directors of Library
Education Programs

FROM: J. A. Nelson, Director

Jim Willians, Director of the Kentucky, Ohio, Michigan Regional Medical Library Program, sent you a memorandum on July 12 alerting you to a plan to "regionalize" continuing education for health science librarians in the three states. As Jim mentioned, I have been contracted to do an assessment of the potential resources in accredited library programs as one major component in developing a regional plan for continuing education.

I will be calling you this week to see when we can meet to discuss how your library program might fit into any future continuing health science library education in the region. In order to facilitate discussion during this meeting, I have outlined some key areas of concern in the form of an interview questionnaire. This questionnaire accompanies my memorandum as does a list of your faculty with their teaching/research specializations. I will send these materials prior to calling to make sure they get there this week. If you can jot down as much information as possible on this questionnaire or on separate pages, it would help us a great deal--we are operating under a fairly limited time frame.

On the addendum to the questionnaire I have asked you to send me a copy of your latest catalog. Since we are operating under such a tight schedule, I think it would be more appropriate for you to simply hold on to the catalog until I visit your institution. We have copies of most library school catalogs here, but I would like to make sure I have the most recent information before pulling together my report on the library programs in the region.

I look forward to meeting with you early in August.

JAN/bab

Attachments

PRE-VISIT

INTERVIEW QUESTIONNAIRE

KENTUCKY, OHIO, MICHIGAN REGIONAL MEDICAL LIBRARY PROGRAM

CONTINUING EDUCATION PROJECT

1. What contributions has your library education program made which were specifically for health science librarianship in the areas of:

   Teaching (list here formal courses for which academic credit was offered):

   Research (list projects/reports/publications):

   Public Service (list non-degree credit educational activities and other special activities):

2. What general contributions has your library education program made which could apply to health science librarianship in the areas of:

   Teaching (list only special academic credit courses not part of regular curriculum):

   Research (same as above):

   Public Service (same as above):

3. What do you consider to be the greatest strength(s) of your library education program?

4. What courses presently exist in your curriculum (on campus or off) which would be most convenient for working librarians (late afternoon or evening, one night a week, short duration, etc.)?

5. In what ways do you feel your library education program could most feasibly offer future contributions to continuing education for health science librarians in:

   Teaching:

   Research:

   Public Service:

6. What other resources might your library education program or your institution be able to contribute to state or regional continuing education for health science librarianship (such as facilities, equipment, student help, A/V production, etc.)?

7. Does your library education program offer c.e.u. (continuing education unit) credit?

   (a) If yes, what are the criteria?

   (b) If no, do you plan on this in the future?

Research:

Public Service:

6. What other resources might your library education program or your institution be able to contribute to state or regional continuing education for health science librarianship (such as facilities, equipment, student help, A/V production, etc.)?

7. Does your library education program offer c.e.u. (continuing education unit) credit?

   (a) If yes, what are the criteria?

   (b) If no, do you plan on this in the future?

8. Does your institution offer c.e.u. credit?

   (a) If yes, what are the criteria?

   (b) If no, are there plans for doing this in the future?

9. Who is responsible for continuing education and/or extension in your library education program?

   Name:
   Title:
   Address:

   Phone:

10. Who is responsible for continuing education and/or extension in your institution?

    Name:
    Title:
    Address:

    Phone:

11. Please list other individuals in your state who are or might be interested in contributing to continuing education for librarians.

INTERVIEW ADDENDUM

Following are listings of faculty members in the ALA Accredited Library Education Programs within the KOMRMLP states and their teaching/research specializations. These lists have been taken from the Journal of Education for Librarianship, Special Issue, 1975. Please review the list for your institution and make any additions or deletions necessary to update and validate the list.

Please send the latest copy of your catalog with any corrections to:

James A. Nelson, Director
Office for Continuing Education
College of Library Science
467 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

ALBERT B. CHANDLER
MEDICAL CENTER
MEDICAL CENTER LIBRARY AND
COMMUNICATION SYSTEMS
OFFICE OF THE DIRECTOR

September 9, 1976

M E M O R A N D U M

TO: Kentucky-Ohio-Michigan Regional Medical Library
Continuing Education Committee

FROM: Omer Hamlin, Jr. O.H.
Chairman

SUBJECT: Committee Meeting

This is to confirm the meeting of the Continuing Education Committee for September 20, 1976 at the Barkley Americana. This is the Motel at the Greater Cincinnati Airport. We would like to begin our meeting at 10:00 a.m.

Mr. Jim Nelson will present his report of the recent visits to the library schools in our region.

cc:
Jim Nelson
Jim Williams
Emmett Costich

KOMRML CONTINUING EDUCATION COMMITTEE

SEPTEMBER 20, 1976

GREATER CINCINNATI AIRPORT

Present:

Omer Hamlin, J.., Chairman
Jim Williams, Director
Jan Closurdo, Member
Penny Young, Member
Jim Nelson, Consultant

The Committee met with Mr. Jim Nelson to hear his report of the visits made to the library schools within the KOMRML region. Mr. Nelson presented the Committee an analysis of his visits and explained in depth his observations. The purpose of his visits was to ascertain the interest in cooperating with KOMRML in continuing education and to assess the resources available at the various schools. His report was accepted and will be distributed to the Executive Committee prior to the meeting at Shakertown on October 4, 1976.

The Committee reviewed the charge from the Chairman of the Executive Committee and agreed that they had fulfilled their responsibilities with the exception of the first part which pertains to an assessment of needs in all types of health science libraries in the region. The Committee agreed that a questionnaire instrument would be developed and reviewed by the Extramural Coordinators prior to mailing. Hopefully, this will be acomplished by November 1976.

Mr. Nelson will meet with the Extramural Coordinators in Detroit on September 23 to explain their involvement in the needs assessment. The Coordinators will be requested to participate in a task analysis at this meeting.

The following recommendations will be presented to the Executive Committee on October 4:

1. Acceptance of Nelson Report
2. The Ad Hoc Continuing Education Committee be made a Standing Committee with the Chairman appointed for two year term
3. Extension of present Committee for another year to complete the task analysis
4. Establish continuious coordination between Continuing Education Committee and resources, i.e., Library Schools, M.L.A., etc.
5. Retain Jim Nelson as Educational Consultant.

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Tentative Agenda
Extramural Coordinators Meeting
Holiday Inn, Metro Airport
Sept. 24, 1976
9:30 am - 5:00 pm

1. Second half year of Extramural Grant and sub-contracts
2. Needs assessment of CE for region's library managers
3. KOM Hospital Library Sruvey (Connie Poole)
4. Mechanism for state elections to Planning & Evaluation Committee
5. Committee report on new Extramural forms
6. Committee report on Extramural Coordinators information packet.
7. Report on RML AV Consultants Workshop.

CE needs expressed by extramural coordinators:

1. Handling questions from general public (patient and consumer)

2. Library management:

   a) budgeting (straight-line)
   b) interpersonal communications
   c) personnel policy (esp. hiring and firing)
   d) developing or updating procedural manuals
   e) in-service training
   f) how to conduct meetings
   g) visibility of the library--assertiveness training
   h) public relations

3. Shared services

4. The reference interview

5. Midline interview

*6. Information about other data bases

7. How to fill out interlibrary loan forms

8. General sources of information

9. Journal selection

10. Information about networks of information (including I and R)

11. Sources used for verification

12. Reference sources

13. Organization of the literature (what is in a periodical, a textbook, etc.)

*14. How to write objectives

*15. How to write grants

*Indicates item is of particular interest to extramural coordinators themselves.

JANelson/bab
October 1, 1976

Memorandum

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506
PHONE (606) 257-1734

October 25, 1976

To: Deans and Directors of Accredited Library Schools in Kentucky, Ohio and Michigan

From: Jim Nelson, Director

Since my visit to your institution last August, I have drafted up the report for review by the KOMRMLP Continuing Education Committee and the Executive Board. Whenever we have discussed this first draft, I have emphasized that it only reflected my opinion and a final report would not be issued before the participating institutions themselves have reviewed the draft and had a chance to correct any misleading copy in the report.

Under cover of this memorandum I have included the essential parts of the report which need your review for any corrections. Since only one institution returned the "Pre-Visit Interview Questionnaire" I have taken the liberty of making my own judgment on what should be included in the report on those items covered in the questionnaire. I did this through an analysis of your programs from bulletins and catalogs from parent institutions, but I wanted you and your faculty to review what I have done to assure its accuracy. I have included the following documents to be verified by your school:

- a tentative "Table of Contents for your information as to what will be included in the report
- A "Summary of Findings" which capsulizes my view of the schools visited
- the narrative report on your institution
- the "Questionnaire" findings as you reported them or as I assumed them to be from looking at your bulletin

Please review these documents and give me your reaction by November 15 so that I can issue my final report before the holidays. If you have not responded by November 15, I will assume that I have all the information you feel would be relevent to the document and will write my report on this basis.

You will be interested to know that the KOMRMLP Continuing Education Committee is going ahead with their needs analysis and should have some definite ideas of what their people would like to have offered by early spring. The Health Science Librarians in the region are really moving on this and I feel sure that they will come up with some ideas which we can get into from the library education point of view.

Thanks for your assistance in this project so far. I know that you will be hearing from the group I am working for in the future. They seem very much committed to working with you in their future plans for continuing education. I am sure this will benefit everyone since they are doing the leg work on getting started and this makes our job so much easier.

CC: Jim Williams
Omer Hamlin

APPENDIX II

LIBRARY EDUCATION PROGRAM INFORMATION:

THE ACCREDITED PROGRAMS, BY INSTITUTION

Programs
Course Descriptions
Faculty Specializations
Supporting Documents

THE UNACCREDITED PROGRAMS

Listed by State

CASE WESTERN RESERVE

SCHOOL OF LIBRARY SCIENCE

PROGRAM AND COURSE DESCRIPTIONS

THE SCHOOL OF LIBRARY SCIENCE

The School of Library Science is a graduate professional school for men and women. It was founded in 1903 through a gift from Andrew Carnegie secured by Charles F. Thwing, then President of Western Reserve University, and William H. Brett, then Librarian of the Cleveland Public Library. The primary objective of the School is to produce practicing librarians by (1) developing and expanding the body of knowledge regarding library processes through research and inquiry with emphasis on libraries as information systems, and (2) preparing students to apply this knowledge in addressing practical library problems. Library processes entail not only the acquiring, organizing and disseminating of information, but also an understanding of the significant social implications inherent in the transmission of knowledge.

ACCREDITATION

The School is a member of the American Library Association and the Association of American Library Schools. The Master of Science in Library Science program is accredited by the American Library Association. Case Western Reserve University is accredited by the North Central Association of Colleges and Secondary Schools, Commission on Colleges and Universities.

PROGRAMS
Master of Science in Library Science

The Master of Science curriculum is roughly divided into (1) courses in broad areas of library science to which all librarians should have some exposure; and (2) electives allowing students to choose courses which most interest them and which they think will be most useful to the careers they plan to pursue.

Each entering student is required to take L.S. 500, "Foundations of Library Science." This introduction provides the essential concepts and principles, which form the basis for the study and practice of all types of librarianship. Subsequent courses, selected in keeping with the career objectives of the individual student, are in the major areas of (1) library service; (2) library management, and (3) information science.

LIBRARY SERVICE: Students interested in library service may prepare for careers as public, academic, school, medical, law, children's, music, or special librarian, librarian for the disadvantaged, or specialist in archives.

The *Public Library Program* provides an introduction to the nature and problems of management in the public sector; to the characteristics and information needs of the modern community; and to the development and structure of publicly based systems and networks of libraries.

The *Academic Library Program*. Academic libraries serve institutions of higher learning at all levels from the community college to the post-doctoral research institute. The spectrum of needed skills runs from the undergraduate library's generalist to the academic research library's specialist possessing Master's or Doctor's degrees in subject and professional fields, or having unusual language competence. Stress is placed on interinstitutional cooperation and dynamic management.

School Library Program: An area of national importance is served by an expanded program for the training of school library media specialists and supervisors, which was made possible by substantial grants from The Jennings and Lubrizol Foundations.

The program in *Health Sciences Librarianship and Health Science Information* was initiated in 1967, with support from the U.S. Public Health Service through the Extramural Program of the National Library of Medicine. This Program consists of a sequence of basic and special courses plus a seminar series and a period of supervised field work. Also included is a practicum, which affords an opportunity for students to become acquainted with research activity in the medical library field and to participate in the biomedical communications projects of the School, the Cleveland Health Sciences Libraries and/or the Case Western Reserve University School of Medicine.

A program in *Law Librarianship*, introduced in 1970-71, provides, in addition to courses in library and information science, studies in the School of Law, including legal method, administrative law, and practical experience in the Law School Library.

The *Children's Library Program* provides training in methods of communicating with children through story-telling and creative dramatic presentations. The field of historic and contemporary children's literature is explored, and methods of evaluating the literature are considered.

Music Librarianship: In 1973-74, the School of Library Science first offered a combined program in cooperation with the Department of Music leading to an M.S. in Library Science and an M.A. in Music History. This program is designed to prepare graduates to assume positions as professional music librarians, teachers of Music History and/or Library Science and a variety of positions in libraries and other organizations.

Special Libraries: The program in Special Librarianship enables the student to investigate the administration, organization, and services of special libraries and information centers. Emphasis is placed on the specialized nature of both reader's services and technical processes. The student becomes acquainted with the latest in automated and on-line information systems.

Service to the Disadvantaged: The United States Office of Education in 1971 funded the first phase of a three-year program to design and carry out an experimental interdisciplinary curriculum for library education for service to the inner city and to "emerging neighborhoods," chiefly in the urban environment. A strong practicum component supported the program. Elements of this experiment have been incorporated into the regular curriculum in order to give more intensive experience in the provision of library and information needs to the economically, educationally and/or socially disadvantaged. Neighborhood fieldwork (both agency and library) is emphasized, with particular attention to the emerging information center concept.

Archives Management and Administration: Librarians working in public or academic libraries are frequently responsible for manuscript collections or for institutional archives. The School offers a combination of courses and a practicum in the collection, preservation and use of archival and manuscript materials, providing an introduction to the techniques of the archivist. The practicum is scheduled at either the Western Reserve Historical Society or the University Archives. An internship can also be arranged at The Ohio Historical Society during Intersession in January.

Drug Information Program: The course of study stresses both the theoretical and practical aspects of information service, with special emphasis on drug information handling. The expected end result of such training will be a pharmacist whose competencies include an understanding of the properties and behavior of subject literatures concerning pharmaceutical and clinical drug information and the ability to develop sources offering information organized for effective and efficient use.

LIBRARY MANAGEMENT: The Department of Operations Research in the School of Management and the School of Library Science offer a combined program in Library Management leading to two Master's degrees from both disciplines. The concentration in the area of Library Management requires that the student satisfactorily complete a minimum of twelve hours of course work on the graduate level in the School of Management. Suggested courses, including a large number of possible electives, are in the following areas: Management Information and Control Systems; Inventory Management; Basic Operations Research; Organizational Theory and Organizational Behavior.

INFORMATION SCIENCE: Concentration in Information Science is designed for the student primarily interested in research in the field of knowledge communication and its systems. Students selecting this option would be qualified to apply scientific and technological methods to the design and operation of information systems including libraries.

International Program in Information Science and Library Automation: The knowledge and methods of information science and library automation apply to information problems regardless of geographical and cultural boundaries and stages of economic development. The courses of study offered in this program are generalizable world wide and are applicable to specific needs for improve-

tion to existing knowledge. Graduates should be qualified for careers in research and teaching in the various areas of library and information science, as well as positions of responsibility in special information centers and libraries, management, biomedical, educational, and industrial systems.

It should be understood that the Doctorate is not granted upon the accumulation of any number of course credits or years of residence, but only in recognition of the candidate's mastery of an important area of learning and upon demonstration of his ability to advance knowledge in his field.

The doctoral program in library and information science is a research oriented program which operates along interdisciplinary lines. It is restricted to full-time resident students. Study programs vary with the interests and requirements of each student and the nature of individual research projects. All resident students participate in L.S. 629, Seminar for Doctoral Students, which concentrates on matters of syntopic overview and methodology. Curricular flexibility and university-wide instructional opportunities provide a ground structure favorable to student initiative and free inquiry.

Applicants must be approved by the Dean of Graduate Studies upon the advice of the Coordinator of the Ph.D. program in Library and Information Science. The accepted applicant is registered in the School of Graduate Studies and is subject to the regulations and procedures set forth in the bulletin of that School. Bulletins and application forms may be obtained from the Office of Graduate Studies Admission.

The credentials of all applicants are evaluated by the Faculty Committee on the Ph.D. in Library and Information Science, and the School of Graduate Studies. Preliminary examinations may be required before entering or during the program. A thorough reading knowledge of one or more foreign languages is requisite for entering the doctoral program. Further specific language requirements shall be determined in respect to individual courses of study and research problems by the Coordinator of the Ph.D. program. Applicants must present themselves for a personal interview with the Coordinator and must give evidence of appropriate educational preparation and experience.

REQUIREMENTS FOR THE DOCTORATE

A minimum of seventy-eight semester credit hours, covering a three-year period of graduate study is required; twenty-four hours of credit must be earned in residence at Case Western Reserve University. In most cases, a master's degree in Library Science or in a subject field will be accepted for credit toward the Doctoral degree. Beyond the minimum credit structure, actual hour requirements will vary according to the individual's preparation and objectives. The student should consult with the Coordinator of the Ph.D. program to plan a course of study which will meet his interests and needs.

Admission to degree candidacy is to be decided not later than the completion of one year in residence or 24 semester-hours of graduate study, whichever occurs first. After admission to degree candidacy, the student is expected to present a written proposal for his dissertation. After formal approval of the proposal, work on the dissertation may be undertaken.

A general examination (written and oral) in library and information science and related subject fields is required and must be taken no later than the semester before the student expects to receive the degree. The completion of the required number of credit hours does not automatically qualify the student for this examination; it is open only to those students whose performance has demonstrated that they have acquired knowledge and formal training sufficient to prepare them for it.

Each candidate for the doctorate must submit a written dissertation as evidence of his ability to conduct independent research at an advanced level. At least a portion of the content must be suitable for publication as a monograph or in a reputable professional journal. Rules governing the form and time of submission of the dissertation should be obtained from the Office of the Dean of Graduate Studies well in advance of final composition.

A final oral examination, the Defense of the Dissertation, will be conducted by an Examining Committee appointed by the Dean of Graduate Studies on recommendation of the Coordinator of the Ph.D. program. This is a public examination; its time and place to be announced in advance.

A student may be refused admission to degree candidacy or to any of the examinations if he fails to maintain satisfactory standards of scholarship.

All the requirements for the Ph.D. must be completed within a total period of five consecutive calendar years after a student is admitted to candidacy, including periods of leave of absence. Students whose leaves of absence are for duty in the Armed Services will have the time limitation extended by their period of service. A student who fails to complete the requirements within five years must be formally re-admitted as a full-standing student in order to continue his studies for the degree.

INTERSESSION

This special four-week Intersession during the month of January aims to provide an experimental study situation in which students, in consultation with faculty, may elect to pursue independently some aspect of library or information science; to develop a group study program; or to participate in such special programs as may be suggested by the faculty.

Typical activities have been in-depth studies in library automation, Afro-American bibliography, film selection and evaluation, library architecture, and the structure of subject-matter literatures. Interdepartmental and interdisciplinary aspects are demonstrated and contacts with the community encouraged. Supervised field experience may be approved in this period.

CONTINUING EDUCATION

The School organizes workshops, seminars and short courses at frequent intervals so that practicing librarians in the area can continue their professional education. Conferences have been sponsored by the School, The State Library of Ohio, the Alumni Association of the School, and by the Ohio Library Association and the Ohio Library Trustees Association. Subjects include, for example, education for librarianship and science information personnel, access to materials, information science, reference services, public relations for libraries, the new technology as it affects library education, library service to the disadvantaged, and a continuing series of summer institutes on Publishing for Children and Young Adults.

ADMISSION

PROCEDURE

Application for admission must be completed at least one month before the beginning of registration. A non-refundable application fee of $15.00 is required with each application for admission.

Students may enter the school in the Summer or Fall Session. Those who wish to complete the program in one calendar year should enter in June, carry six semester credit hours in the Summer Session, and thirty hours in the academic year. Since the sequence of courses is based on summer admission, the student who enters full-time in the Fall may not be able to complete the requirements in one calendar year.

Information bulletins and applications may be obtained from the Office of Admission, School of Library Science, Case Western Reserve University.

Although it is not necessary for an applicant to specify an area of specialization prior to admission, applicants are encouraged to do so in order to facilitate employment placement through the Work-Study Program.

REQUIREMENTS

1. Graduation from an approved college or university with a better than average scholarship record;

2. A basic general familiarity with the use of libraries and library materials;

3. A reading knowledge of one modern foreign language;

4. A personal interview with a member of the Faculty or with an authorized representative of the School;

5. Satisfactory performance of the Aptitude Test in the Graduate Record Examination. These tests are administered during the year in October, Decem-

ber, January, February, April and June. Information and applications may be obtained by writing Educational Testing Service, Box 955, Princeton, New Jersey 08540.

Each applicant is judged on the basis of scholastic standing, college background, library experience or training, and adaptability for library work. Students are expected to possess superior personal qualifications and sound moral character.

The University reserves the right to exclude any applicant for any reason it deems sufficient.

ADMISSION OF FOREIGN STUDENTS

All foreign students must demonstrate their ability to read, write, speak and comprehend English. The usual test required is the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service, Princeton, New Jersey, U.S.A. Students whose native language is English, who have attended a college or university where English is the language of instruction, or who have completed a degree at an American institution, are exempt from this test requirement.

These students must complete the GRE requirements as outlined in the section on admission requirements.

Students must have adequate funds necessary for complete support while studying in the School of Library Science, and are urged to seek such support from their own country.

In certain circumstances, foreign students should plan on more than one year to complete the degree requirements.

The foreign applicant must have at least $5,000 available for one year of study *exclusive* of travel to and from the United States and incidental costs connected with traveling to this campus.

Special requirements exist for non-degree.

All foreign students must pay the compulsory Health Service fee and purchase the compulsory Health and Accident Insurance policy. No exceptions will be made. Refer to the section on The University Health Service for details.

Please note that the application fee is *not* required of any foreign applicant.

REGISTRATION

Students may register on the dates listed in the Calendar in the front of this bulletin.

Social Security numbers are necessary at registration since this number will become the student's identification number for all documents and records. Former students should bring their plastic I.D. cards to registration to facilitate this process.

Part-time students must attend at least one Fall or Spring Semester on a full-time basis (12-15 hours) and must enroll for at least one course in two of every three consecutive semesters.

In the Fall Semester, no student may register after Monday evening following the first week in which classes are held; and in the Spring Semester, after the Friday of the first week of classes. In Summer Session, no student may register after the second day of classes. An exception to this regulation will be granted only by the University Registrar with the recommendation of the Dean of the School.

During any semester, students enrolled in Case Western Reserve University may not register in another college or university, nor may they register in more than one School or College of the University. Transfer within the University requires the approval of the Deans of the Schools or Colleges involved.

FINANCIAL INFORMATION

GENERAL

The discharge of all financial obligations to the University is a prerequisite to graduation and the obtaining of a degree. This includes, in addition to tuition and fees, the return of library materials, the payment of library fines, parking fees, etc. The student will not be considered to have registered in the University until all tuition and fees have been paid in full or deferred in accordance with the deferred payment plan outlined below. Checks and money orders should be made payable to Case Western Reserve University indicating thereon the name of the student for whom payment is made.

TUITION

Full-time Students:
Summer Session $642.00
Fall Semester $1275.00
Spring Semester $1275.00
Total $3192.00

Part-time Students:
$107.00 per semester hour

Summer Session:
$107.00 per semester hour

During the Fall and Spring Semesters, a student who carries 12 or more semester credit hours is considered a full-time student and is charged the flat rate of $1275.00 a Semester.

The above tuition rates do not include health, insurance, laboratory, and activity fees.

The University reserves the right to change the schedule of tuition and fees without further notice.

SPECIAL FEES—NOT REFUNDABLE

Application Fee, required with all applications for entrance $15.00

Late Registration Fee, for students registering after classes have begun $5.00

Health Service and Health Insurance Fee, required for *all* full-time students registered through the School of Library Science for nine or more hours, per semester $41.00

Summer Session $10.00

Graduate students who provide proof of satisfactory health insurance coverage with outside insurance carriers will not be required to take the Health Insurance, but will be required to pay only the Health Service Fee of $31.00 per semester. This proof must be provided at registration.

Graduate students who show evidence of enrollment in the Kaiser Community Health Foundation Program will be exempted from all but $5.00 of the entire Health Service and Health Insurance Fee.

Laboratory Fee, per credit hour $1.00

Student Activities Fee, per semester $1.00

Transcript Fee, charged after the first free transcript $1.00

Graduation Fee $18.00

Campus Parking Fee, for students who qualify, per semester. See page 17

DEFERRED PAYMENTS

Students enrolled in Fall and Spring Semesters for courses of semester length may arrange to pay bills for tuition and fees in two installments. Half of the total bill must be paid at registration; half must be paid no later than sixty days later. A fee of $7.50 is charged for this deferred payment privilege, payable with the second installment. Tuition and fees for Summer sessions are due and payable in full at registration.

WITHDRAWALS

To withdraw from a course or from the University, a student must fill out an official withdrawal card and present it to the University Registrar for approval. Failure to attend class or merely giving notice to the instructor will not be regarded as an official notice of withdrawal.

REFUNDS

A student who withdraws from a Fall or Spring Semester must pay a percentage of the tuition charge. The amount, 10% per week, is based on the number of weeks classes have been in session at the time of withdrawal. There is thus no tuition refund after the ninth week of classes.

A student who withdraws from a Summer Session must likewise pay a percentage of the tuition charge. The amount, 20% per week, is based on the number of weeks classes have been in session at the time of withdrawal. There is thus no tuition refund after the fourth week of classes.

If a student drops from a course or courses after the normal Drop/Add period without completely withdrawing from the University, he is not entitled to a tuition refund for the course or courses dropped (applies to both semesters and Summer Session).

Special fees are not refundable.

The University will refund any tuition paid for a semester by any student in good standing who is inducted into the Armed Forces prior to the completion of that semester and who does not receive credit for the work completed during that semester.

PERSONAL PROPERTY INSURANCE

Each student is responsible for his personal property while on campus. The University assumes no responsibility for loss of or damage to a student's personal property and the University insurance program does not cover such losses.

Many "homeowner policies" purchased by a student's family provide coverage for such perils as fire, water, theft, etc. If this coverage does not exist for any student, he may wish to consider purchase of a separate policy.

FINANCIAL AID

Inquiries concerning financial aid and work opportunities should be addressed to the Office of Admission, School of Library Science. (For financial aid available to Doctoral candidates, see The Bulletin of The School of Graduate Studies.)

School of Library Science awards are provided by the Alumni Association and by special gifts, for example the Frances K. Hurley Scholarship, a memorial created by her friends, The Anna M. Thompson memorial, The Hannah Hunt memorial, and The Martin Luther King Scholarship, initiated and continued by student contributions. The Lubrizol Foundation provides a partial scholarship each year. Income from the following endowment Funds is also available.

The Edith L. Eastman Fund, created as a memorial through the gift of Alice Stoelzing.

The Alice S. Tyler Fund, created as a memorial through the gifts of Mrs. John P. Herrick and the Alumni of the School.

WORK-STUDY PROGRAMS

Excellent opportunities for part-time employment exist in Greater Cleveland, offering experience in almost every type of library and in a wide variety of services. Students may also combine employment in the libraries of the universities with formal professional training and experience.

Work study programs have been extended on a cooperative basis with a number of library systems in this area such as the Cleveland Public Library and the Shaker Heights Public Library. Work-Study opportunities are available within the University Library system, the Cleveland Health Sciences Library and the library of the School of Library Science. These programs provide a structured and supervised educational experience within the context of realistic work settings, so that students gain an understanding of the relationship between library theory and library practice. The Veterans Administration Hospital has three interns annually in its medical library located in University Circle. Libraries in a number of other University Circle institutions also provide work-study opportunities.

Work-Study has been structured as a course (#531-Field Work) and provides three hours of academic credit in addition to the income.

GUARANTEED STUDENT LOANS

Cleveland area students wishing to apply for a guaranteed student loan must obtain the Ohio State Loan Commission Application (OSLC-Form 1) from the Admission Office of the Library School.

Students from areas other than Cleveland should contact their local banks for loan applications.

Among the scholarships and fellowships made available annually by national organizations, for graduate study in librarianship at the school of the student's choice, are the following:

American Library Association Scholarship Program provides scholarships to be given annually to worthy students without regard to race, creed, color or national origin.

For students planning careers in work with children and young adults in school or public libraries, *The Frederic G. Melcher Scholarship*.

For students expecting to work in one of the many kinds of special libraries: *American Theological Library Association Fellowships* of varying amounts, *Medical Library Association Scholarships* for study in medical librarianship, four *Special Libraries Association Scholarships* and an *SLA Student Loan Fund*.

Unrestricted awards: *Catholic Library Association Grant Scholarship*, *H. W. Wilson Company Scholarship*, *Library Binding Institute Scholarship*, for work in a special area of research through a library school.

Many state and regional library associations offer scholarships, requiring in return that recipients accept employment in the state or region for a given period of time after graduation.

For detailed information about financial aid available to library school students, write to the *American Library Association*, 50 East Huron Street, Chicago, Illinois 60611.

AUGUST ALPERS AWARD

The Officers of the General Bookbinding Company of Cleveland have established an annual prize of $150.00 in memory of the firm's founder, August Alpers. This award, made each year upon recommendation of the Faculty, is granted to a member of the graduating class who has made an outstanding academic record and a significant contribution to the program of the School.

THE JESSE HAUK SHERA AWARD

At commencement in May 1972, the Association of Students in Library and Information Science established an annual award in honor of Dr. Shera, Dean Emeritus. The award is to be presented to a graduating Master's degree candidate who has shown promise of making a significant scholarly contribution to librarianship. A student-faculty committee makes the award on the basis of papers and/or projects submitted by students in the course of their degree programs.

GENERAL INFORMATION

UNIVERSITY LIBRARY SYSTEM

The libraries of the University contain over one million volumes. They are operated almost entirely on the open shelf principle. The major components of the University Library system are Freiberger Library (fine arts, behavioral sciences, humanities and social sciences), Sears Library (science, technology and management), the libraries of the School of Law, the School of Applied Social Sciences, the School of Library Science and the Cleveland Health Sciences Library.

There are departmental collections in mathematics, chemistry, metallurgy and physics. Music House contains a library of records, tapes and scores.

The Health Center Library houses the collections for the Schools of Dentistry, Medicine and Nursing and the Departments of Biology and Nutrition. This combined library which opened for service in July 1971 is one of two components of the Cleveland Health Sciences Library. The other facility is the Allen Memorial Medical Library which contains the collections of the Cleveland Medical Library Association. The Allen also houses an extensive collection of historical materials in the Howard Dittrick Museum of Historical Medicine, clinical medical materials, a biomedical media center.

The School of Library Science has a circulating and reference library of works in bibliography, and library and information science and allied fields. There are also two special collections of considerable value and interest which were begun as class gifts. A collection of early American children's books, by the Class of 1915; and a collection of books on printing as a memorial to Edith L. Eastman, Class of 1907. The Library carries a model collection of books for children and young adults as well. In 1966 the Special Libraries Association donated to the School more than 1,200 classification schemes and subject heading lists, greatly strengthening the specialized collection of materials useful in the organization of information resources. This collection is now designated as the Bibliographic Systems Center which provides continuing service to the entire library profession, with special emphasis on special and research library needs.

LIBRARIES OF GREATER CLEVELAND

Significantly augmenting the University's library resources are those of several other institutions in the University Circle—especially the Cleveland Museum of Art, Cleveland Institute of Art, Cleveland Institute of Music, and the Western Reserve Historical Society.

In addition, the student is offered a wide field for observation and study by having access to various other business and special libraries, the suburban public libraries, the Cuyahoga County Library, and the Cleveland Public Library with its collections of more than 3,300,000 volumes serving the city through a wide-spread system of branch libraries and other agencies.

The Cleveland Regional Union Catalog located in Freiberger Library contains over three million cards showing the location of books available for research in over 300 libraries in the region.

HOUSING

UNIVERSITY HOUSE is an apartment residence primarily for married students of the graduate and professional schools, faculty and staff members. A limited number of rooms are available to single students. University House is located on Euclid Avenue and East 107th Street, adjacent to the University campus.

Application for accommodations should be made to: Manager, University House, University Circle, Cleveland, Ohio 44106.

THE HOUSING BUREAU of the University maintains a listing of rooms, apartments and houses for rent or sale in the community. It provides assistance for individual students wishing to find accommodations in the Greater Cleveland area.

CLARKE TOWER is a graduate residence hall for men and women located on the north campus within a ten minute walk of the central campus.

For further information write to: The Housing Bureau, Case Western Reserve University, Cleveland, Ohio 44106.

STUDENT HEALTH

THE UNIVERSITY HEALTH SERVICE

The Health Program includes the services of the University Health Service and the supplementary Student Accident and Sickness Insurance Plan.

The University Health Service is located in Euclid Hall, 11124 Euclid Ave. The Denison Infirmary is in Wade Hall, 1650 E. 115th St. Physicians are on duty in Euclid Hall, Monday through Friday, 9 AM to 4:30 PM during the academic year. Medical assistance is available at all times in Denison Infirmary (Ext. 2456). For students who live off campus, a physician's assistance after dispensary hours can be obtained by dialing 791-5195. The telephone number of Euclid Hall is Ext. 2450. Psychological counseling is available for all students by calling the Health Service for an appointment.

Health requirements of the University. (1) A physical examination is required of all full-time students immediately prior to enrollment. This examination is to be made by a physician (M.D. or D.O.) of the student's choice and is not provided by the Health Service. (2) Serological test is likewise required of all new full-time students. (3) Screening for the presence of tuberculosis is required of all new students (both full-time and part-time). This is in the form of tuberculin skin testing which is provided at specified times and places at no extra cost to the student. Positive reactors to the tuberculin test are required to have a chest x-ray annually. It is the responsibility of the student to obtain an x-ray of the chest as arranged by the Health Service (at no expense to the student) or elsewhere at his own expense.

Student Accident and Sickness Insurance Plan. This plan supplements the campus health facilities by protecting the student against the exposes of accident and sickness which (a) occur away from campus (b) require more extensive outpatient diagnostic procedures and/or treatment than the campus health facilities ordinarily provide. Within certain stated limits, the insurance program will cover the cost of *hospitalization, outpatient medical expenses, physician's fees, private duty nursing fees, anesthesia, ambulance services and drugs.*

A special brochure describing details of insurance coverage is sent to the student prior to enrollment or can be picked up at the University Health Service front desk.

Health Fee. The Health Service and Health Insurance fee of $41.00 per semester is required of all full-time students and all students who live in University residence halls. All students registered in the School of Library Science for nine semester hours or more are required to pay a Student Health Fee of $41.00 per semester for the Fall and Spring Semesters. The fee covers the use of the University Health Services and the Student Accident and Insurance Plan. Students who are enrolled in comparable accident or sickness insurance plans may waive the student Accident and Sickness plan, in which case the health fee is $31.00 per semester. Students registered for six semester hours for the Summer Session at the School of Library Science are required to pay a $10.00 fee. This fee covers the use of the Campus Health Facilities and the Student Accident and Sickness Insurance Plan.

For students who provide proof of membership in the Kaiser Community Health Foundation the fee is reduced to $5.00 per semester. The Health Fee is subject to annual review based on costs and insurance experience, and may therefore be changed.

CAMPUS PARKING FOR STUDENT CARS

All parking for Case Western Reserve University and University Hospitals is centralized for administration and control in University Circle Incorporated. U.C.I. has also undertaken a program of increasing the available space for parking.

The privilege of parking on campus is granted first to students who must drive cars to reach the campus and to students who require cars because of physical disability or the special needs of their curricula. Parking privileges will then be granted, as space permits, to other resident students of the undergraduate and graduate colleges. Parking on University property is not permitted except by permit and then only in designated areas for which the permit is valid.

Students may apply for parking permits at the time of registration. To the extent that space is available full-time students who meet the above qualifications may purchase parking permits on a per semester

basis. Part time students attending classes for fewer than nine credit hours (graduate) and for fewer than twelve credit hours (undergraduate) may also be able to purchase a permit on the same basis as above at a lesser cost. Summer Session permits are also available. Inquiries regarding the cost of permits may be made on or after May 1 to the University Circle Parking Department, 2099 Adelbert Road, Cleveland, Ohio 44106, (791-6226).

Notification of parking lots available to students will be issued with each permit.

All students registered at the University must abide by the parking rules of University Circle Incorporated. A complete copy of the rules is available at the University Circle Parking Department.

Violators are subject to fines. After the posting of bond to the University Circle Parking Authority, a person so charged has the opportunity of a first appeal to the University Circle Parking Advisory Committee.

In the event of an unsuccessful first appeal, the alleged violator has the opportunity of reappealing in writing and/or in person, with counsel if desired, before the Parking Appeal Board. Failure to pay the fine will ultimately result in the withholding of transcripts. Students will not be permitted to graduate or register for a new semester until fines have been paid.

RULES OF CONDUCT

The following general rules, applicable to all, are designed to preserve freedom of expression and association on the Case Western Reserve University campus at the same time that they protect the civil, personal and property rights of the University and its members. Violation of these general rules by members of the University will subject them to internal disciplinary processes.

Conduct which will be subject to University disciplinary action includes:

(1) Intentional disruption or obstruction, by interference with the freedom of movement of people or by any other means, of teaching, research administration or other University functions.

(2) Physical abuse of, or threat of physical abuse to any person on University premises or at University-sponsored or supervised functions.

(3) Refusal to comply with directions of University officers (instructional and administrative) acting in performance of their duties.

(4) Theft of or intentional damage to property of the University or of a member of the University or campus visitor.

(5) All forms of dishonesty including cheating, plagiarism, knowingly furnishing false information to the University, forgery, alteration of or misuse of University documents, records or instruments of identification.

(6) Actions constituting violation of law on University premises or in connection with University functions in a way that adversely affects the University's pursuit of its educational activities.

It should be understood that there are other specific rules and regulations within the University or its components, violation of which may subject members of the University affected by those rules to disciplinary action.

OFFICE OF VETERANS' COUNSELOR

The office administers the regulations governing the educational benefits and opportunities open to veterans under various laws passed by the Congress of the United States. The office maintains close contact with the Veterans Administration.

If registered with the University Veterans' Counselor before October 31, the Veterans Administration will pay the $3.00 voucher fee. If registered after this date it will be necessary that the veteran himself pay the fee.

OFFICE OF CAREER PLANNING AND PLACEMENT

The Office of Career Planning and Placement operates as a centralized service for all students of the University. This office is maintained to (1) counsel students and alumni on career opportunities, (2) provide current occupational information, (3) assist currently enrolled students in securing summer employment off campus and (4) assist graduating students and alumni to obtain career employment.

DENTAL SERVICE

The School of Dentistry, Case Western Reserve University, maintains a clinic in which all phases of dentistry are performed. The work is done by student operators under faculty supervision. Services are available to students and faculty of the University as well as the general public. Additional information may be obtained by calling 368-3200.

THWING STUDENT CENTER

The two buildings at 11105 and 11111 Euclid Avenue together make up the Student Center, a complex named for a past president of Western Reserve.

Facilities in the Center range from the Out, Damned Spot! (the campus rathskellar) to the Mather Gallery, with its lounge, changing art exhibits and craft shop. Other facilities include the University Bookstore, a post office, a snackbar, a candy store and a game room with pinballs, billiards, air hockey and ping pong. In the halls are bulletin boards crammed with announcements, a share-a-ride board, vending machines, and rental lockers. Many student activities have offices in the Center.

In the Center office (room 103) CWRU students and staff can reserve meeting rooms or playing time on the Mather Tennis Courts (located behind the Center), arrange to have an unused meeting room opened for lounging or piano-playing, and get information on student activities or the campus in general.

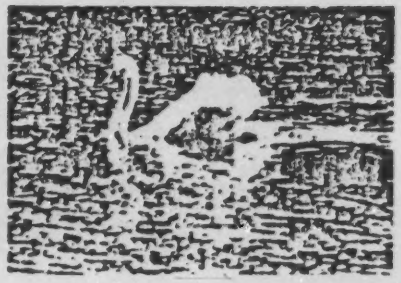
STUDENT ORGANIZATION

The Association of Students in Library and Information Science was created at the beginning of the Fall Semester, 1970. The purpose of the Association is to provide a formal channel for the expression of student opinion, to enable student participation in the discussions and deliberations which affect their professional education, through its elected officers, to represent the students in their relationship both to the faculty and the administration of the School of Library Science and to the University as a whole, and to encourage the practical and effective organization of student activities and social affairs.

All registered students, both full and part-time are members of the Association and have an equal vote. All members are entitled to hold office and vote on matters presented before the Association. The membership of the Association is composed of two units, one unit of candidates for the degree of Doctor of Philosophy and one unit of candidates for the degree of Master of Science in Library Science. Officers of the Association consist of two Co-chairmen (one elected by each unit of the Association) and a Secretary, elected from the general membership. Both co-chairmen or their representatives serve on the Executive Committee of the Alumni Association. The M.S. in L.S. unit, in addition, elects one person to serve as Senator in the University Faculty Senate. The faculty member who is Chairman of the Student Academic Life Committee also serves as advisor to the Association.

THE ALUMNI ASSOCIATION

The national Alumni Association of the School of Library Science holds a yearly meeting at the time of the American Library Association Conference, a Cleveland meeting in the Spring in honor of the graduating class, and a reception in the Fall for new students. The Association sponsors a Workshop in the Continuing Education Program of the School and publishes, twice a year, a bulletin carrying news of the School and of the alumni. The Alumni Association supports a continuing Alumni Fund for student support and other benefits to the students and the School.



540. Classification (3). Subject analysis of the substantive content of documents with emphasis on structure. Theory of classification and indexing. Methodology for systematic display and organization.
RICHMOND

541, 542. Clinical Pharmacology (3, 3) Seminar. For the Clinical Clerks in Medicine and the Drug Information Specialist students. The Drug Information students will work with the Clinical Clerks in researching therapeutic and related problems with the objective of using and evaluating drug reference sources. *Rounds* will provide a practical application of the materials presented in the seminar. Registration is limited to students in the Drug Information Program.
THOMPSON.

543. Drug Reference Sources (3). A study of the sources which are necessary to access drug (pharmaceutic) information. Emphasis will also be placed on the terminology needed to access the various bibliographic tools. Hands-on experience using drug information problems of current concern in health care facilities. (Prerequisite: Written permission of the instructor.)
WORTHEN.

555. Children's Literature (3). A survey course with emphasis upon selection and evaluation of contemporary children's books.
MOSEL.

556. History of Children's Literature (3). Historical development of children's literature from its earliest beginnings through the first half of the twentieth century.
MOSEL.

557. Elementary School Library Media Center Materials and Methods (3). A curriculum-oriented examination of print and non-print materials and services selected, organized, and administered by elementary school library media center personnel. Emphasis is on development of critical criteria for selection, directed reading, listening and viewing, and techniques of utilizing the materials with students and teachers.
TURK

559. Group Work with Children (3). Techniques of group work in the public library and school. How to select and tell stories, practice in presenting stories, puppet and creative dramatic presentation, techniques for book talks and book discussions.
MOSEL

561. Secondary School Library Media Center Materials and Methods. Part I. (3). An examination of adult and transitional fiction and of curriculum oriented print and non-print instructional materials selected, organized, and administered by secondary school library media centers. Emphasis is on criteria for selection, techniques of individualized user guidance, group work, and directed reading. (To be taken concurrently with or subsequent to 563.)
EBLE.

562. Secondary School Library Media Center Materials and Methods. Part II. (3). A continuation of 561 with emphasis on the non-fiction areas.
EBLE.

563. Introduction to Non-Print Instructional Materials in School Library Media Centers (3). The selection, organization, and use of audiovisual instructional media in learning centers.
ROWELL.

564. Administration of School Library Media Centers. Part I. (3). Study of the organization, services, functions, and administration of the school library media center.
ROWELL.

565. Administration of School Library Media Centers. Part II. (3). A continuation of 564.
ROWELL.

567. School Library Media Systems Supervision (Credit as arranged). The dynamics of school district and regional school library media centers' supervision, including the role of the school library media specialist supervisor in educational administration, personnel administration, curriculum development, and centralized technical processing. Tutorial. (Prerequisite: consent of instructor.)
ROWELL.

568. Introduction to Non-Print Instructional Materials Production in School Library Media Centers (3). The production of non-print instructional materials and the utilization of audiovisual hardware including television. (Prerequisite: consent of instructor.)
ROWELL, SCHNEERER

569. Introduction to Cybernetics (3). A course on control and communication in animals and machines including development of the concepts of feedback, stability regulation, ultrastability, information, coding, and noise. Intended for the student interested in a working mastery of the field.
SCHULTZ

570. Quantitative Methods (3). Introduction to the concept of measurement, bibliometric techniques, modeling of IR systems (including libraries), computer simulation of IR systems. (Prerequisite: Some familiarity with probability and statistics and/or computers would be desirable, but is not required.
CLEVELAND.

571. Introduction to FORTRAN (2). Introduction to numeric programming with some non-numeric applications using the FORTRAN language. Programming will be both batch and time-sharing. The BASIC language will also be covered.
SCHULTZ

572. Automation of Library Processes (3). Survey, analysis, and evaluation of the uses of data processing equipment for the performance of library functions.
OVERMYER

573. Information Retrieval Systems (3). Study of the environment, purpose, structure and operations of information retrieval systems. Includes communication processes; user studies and relevance; functions of acquisition, information representation, file organization, question analysis and searching, and dissemination, performance studies; relations to library systems.
SARACEVIC.

574. Information Science Laboratory (3). Selected experimental and theoretical work in relation to environment and processes of retrieval systems and libraries is synthesized and critically examined. Methodologies for experimentation. Experiments are designed and executed by students in a laboratory setting, utilizing previous experimental work in the field. (Suggested to be taken concurrently with 577. Prerequisite: 573.)
SARACEVIC

575. Information Processing on Computers (3). Historical review of computer developments, functions performed, and organization of computers. Punched card systems and stored-program computers surveyed in terms of information retrieval, scientific and business parameters. Principles of programming, systems organization, and symbol manipulation, with emphasis on application of high speed computers.
CLEVELAND.

576. Linguistics and Information Science (3). A survey of the current state of linguistics and information retrieval with particular emphasis on computational linguistics and automated retrieval; also a detailed discussion of syntax and semantics.
SCHULTZ.

577. Introduction to Information Retrieval Theory (3). An elementary treatment of certain mathematical tools needed in the construction of abstract theories and models in the field of information retrieval. Application of these tools to the design and evaluation of retrieval systems. (Prerequisite: Consent of the instructor.)
CLEVELAND.

578. Specialized Information Centers and Services (3). Special libraries, information analysis centers, indexing and abstracting services, and document distribution agencies, showing their purposes, functions, and organizational characteristics.
REES.

579. Computers in the Humanities (3). Computer processing of non-numeric information. Survey of current use of computers for research in the humanities. Emphasis is on what types of work can be computerized rather than on specific techniques. Scope includes language and literature, religion, philosophy, music, visual arts, history and allied subjects, archaeology, anthropology, classics and museum networks.
RICHMOND.

580. Special Studies (Credit as arranged). Independent research in some area of librarianship or information science which especially interests the qualified student. Such a special project must be approved by the faculty member in whose field the student proposes to work. The University computing facilities are available for the running of problems.
STAFF

582. The Library in the Social Revolution (3). A seminar designed to explore the characteristics and the information needs of our society, particularly in regard to disadvantaged neighborhoods and subcommunities, urban and rural, to work toward a redefinition of the library as a social institution, to evaluate criteria for programs and materials, and to consider the effects of the social revolution on library manpower and the investment of community support in local activities.
GOLDWYN.

583. Systems Analysis (3). This course will survey a variety of basic concepts and modeling strategies of systems analysis—the systems concept, defining a system, systems analysis, management systems, models, and information analysis. Examples of the application of these concepts and strategies to a broad spectrum of systems will reinforce the lecture material. This variety of techniques and applications is intended to be both appealing and meaningful to students of all professional areas. Special attention is directed to systems of information through exercises and a case study. (Given also as OPRE 333.)
STEPHAN.

584. Information Sources and Services in Science and Technology (3). Introduction to the literature of the various fields. Emphasis will be on individual in-depth surveys to illustrate problems and usage. (Prerequisite: 521 or its equivalent.)
CLEVELAND, deCRESPIGNY.

586. Information Sources and Services in the Humanities (3). A survey of the literature—its nature, history, and bibliographic organization—of the fields of history, philosophy, religion, literature and language, and the arts; an introduction to special aspects of reference service in these subjects. (Prerequisite: 521 or its equivalent.)
PAO.

588. Information Sources and Services in the Social Sciences (3). A survey of the subject literature: its nature, history, and bibliographic organization of anthropology, economics, political science, sociology, and psychology, with an introduction to special aspects of reference work in these fields. (Prerequisite: 521 or its equivalent.)
REES.

590. Introduction to Law Librarianship (3). A study of the literature of law, its bibliographic sources, tools and techniques of basic legal research with an emphasis on practical experience, functions and organization of various types of law libraries, development of their collections and distinctive services and procedures.
GOHEN.

591. Introduction to Music Librarianship (3). An introduction to the structure of musical knowledge, the literature and source materials of music, and the basic aspects of the organization and operation of music libraries. (Prerequisite: 521 or its equivalent.)
PAO.

592. Introduction to Health Sciences Librarianship (3). Development of medical bibliography; types of health sciences libraries; health sciences literature searching systems; technical processing; and administration. (Prerequisite: 521 or permission of instructor.)
FEUER, SCHWARTZ.

593. Health Sciences Communications Networks (3). The emerging communications network involving diverse types of medical libraries, resource and regional libraries and access to data bases. Instruction in MEDLINE, utilizing Computer Assisted Instruction, audiotapes, videotapes and actual experience on terminals.
REES.

595. Information Systems Design (3). An introduction to general principles of communication theory. Application of these principles in the design of information systems. (Also given as HSED 440.)
GOFFMAN, MORRIS.

596. History of Medicine (3). Development of medicine and allied sciences beginning with the Greeks. (Given also as HSST 396.)
MILLER.

597. Health Sciences Communications (3). Current trends in the application of educational technology to curriculum design and development in the health sciences. AV-TV media production and dissemination. (Limited to students in the Health Sciences Library Program.)
DOYLE.

598. Organization of Medical Practice and Research (3). The institutional and environmental settings of education, research, and practice within which the health science librarian works.
CHESHIER.

600. Seminar on International Issues (3). Discussion on application of information science to problems in various countries.
SARACEVIC.

601. Directed Reading (Credit as arranged). Intensive reading and consultation in an area of librarianship of the student's interest.
RAWSKI, STAFF.

620. Education for Library and Information Science: Seminar and Practicum (6). A seminar devoted to the objectives and problems of graduate education in the subject areas of library and information science, and a survey of present patterns and practices in the field. The course requirements include a practicum during which each student will teach a unit in a scheduled course under faculty supervision.
MORRIS, STAFF.

629. Seminar for Doctoral Students (Credit as arranged). A research seminar devoted to directed study in various areas of library and information science. Seminar sessions are devoted to discussion of general topics and the reading of papers and dissertation proposals in progress and in final form. *Required of all doctoral students.* (Prerequisite: 529 or equivalent.)
RAWSKI.

640. Theory of Classification. Part I (3). Seminar in advanced classification theory with emphasis on non-conventional classification theory, systems and rationale. Students will experiment with systems of their own creation. Discussion of generalized field theories. (Prerequisite: 540 or equivalent.)
RICHMOND.

641. Theory of Classification. Part II (3). Continuation of 640.

651, 652, 653, 654, 655. Publishing for Children (3). A series of seminars offered annually during the Summer Session relating to the study of American and international children's literature in printed and audiovisual media. These are interpretive courses by professionals in the publishing industry and allied fields including editors, authors, illustrators, graphics designers, production, administrative, and promotion personnel, film and recording producers, reviewers, etc. (Prerequisite: consent of instructor.)
ROWELL.

656, 657, 658. Publishing for the Young Adult (3). A series of seminars offered annually during the Summer Session relating to the study of literature in printed and audiovisual media for the adolescent. Lectures include outstanding representatives from the fields of librarianship, education, psychology, medicine, law, publishing, the review media, etc. (Prerequisite: consent of instructor.)
ROWELL.

672. General Communication Theory (3). Basic problem areas in communication. The Shannon Theory, inadequacies of the Shannon Theory, general structural properties of information sources. Dynamics and control of communication processes.
GOFFMAN.

673, 674. Information Systems I, II (3, 3). Includes: (1) description of types of information processing systems, (2) data organization and storage techniques, (3) designing the "best" systems, and (4) documentation and techniques for modifying the system. An information systems design project is included. Prerequisite: Operations Research 331 or consent of instructor. (Given also as OPRE 433, 434.)
SCHULTZ.

691. Preparation of Dissertation Prospectus (3). Prerequisite for 701.
RAWSKI.

701. Ph.D. Dissertation (Credit as arranged). It is expected that not less than one full academic year or its equivalent (18 semester hours) will be devoted to the dissertation. Once a student registers for 701 he must continue his registration each succeeding regular semester (Fall and Spring) until the dissertation is complete unless granted a leave of absence. The minimum acceptable registration for 701 is 3 credit hours per semester. In addition to the two copies of each completed and accepted dissertation required for deposit in the University Library, a third copy must be filed with the Coordinator of the Ph.D. program.
STAFF.

CASE WESTERN RESERVE

SCHOOL OF LIBRARY SCIENCE

FACULTY SPECIALIZATIONS

FACULTY SPECIALIZATION

Case Western Reserve University

NAME	RANK	SPECIALIZATION
Goffman, William	Dean, Professor	Theory of Classification, Information Science, Communication of Knowledge and Ideas Research Methods in Librarianship Education in Librarianship
Rees, Alan M.	Assoc. Dean, Professor	Information Science, Communication of Knowledge and Ideas Bibliography (physical sci.), Research Methods in Librarianship (med. lbnshp)
Cleveland, Donald B.	Asst. Professor	Information Science, Librarian Automation and Data Processing, Research Methods in Librarianship
Goldwyn, Alvin J.	Professor	Information Science, The Library as a Social Organization (disadvantaged) Communication of Knowledge, and Ideas, History of Books, Printing and Libraries, Education for Librarianship
Kantor, Paul B.	Assoc. Professor	Information Science, Information Systems and Networks, Library Organization and Administration
Morris, Thomas G.	Assoc. Professor	Theory of Classification, Information Science, Research Methods in Librarianship Introduction to Librarianship
Mosel, Arlene E.	Assoc. Professor	The Library as a Social Organization, Book Selection and Acquisitions, Materials and Services for Young Adults

Faculty Specialization
Case Western Reserve University

NAME	RANK	SPECIALIZATION
Pao, Miranda	Asst. Professor	Information Science, Book Selection and Acquisitions Bibliography (music, hum.)
Rawski, Conrad H.	Professor	Information Science Communication of Knowledge and Ideas, History of Books, Printing, and LIbraries, Research Methods in Librarianship, Education for Librarianship
Richmond, Phyllis A.	Professor	Cataloging and Classification Theory of Classification Information Science Library Automation and Data Processing, computer in humanities
Rowell, John A.	Professor	Library Organization and Administration (sch.) Communication of KNowledge and Ideas Special Literatures and Materials (a v) Materials and Services for Children Materials and Services for Young Adults
Saracevic, Tefko	Assoc. Professor	Information Science Communication of Knowledge and Ideas Research Methods in Librarianship Education for Librarianship Introduction to Librarianship
Sinclair, Dorothy M.	Professor	The Library as a Social Organization Library Organization and Administration (pub., multi-lib.) Communication of Knowledge and Ideas Book Selection and Acquisitions Adult Reading Guidance and Materials

Faculty Specialization
Case Western Reserve University

NAME	RANK	SPECIALIZATION
Part Time-Faculty		
Baclawski, Klotilda	Adj. Professor	Library Automation and Data Processing, Communication of Knowledge and Ideas Bibliography (health sci.), Special Literatures and Materials (clinical pharmacology)
Bullock, Ginger		Health Sciences Librarian
Chesier, Robert G.	Asst. Professor	Information Science The Library as a Social Organization Communication of Knowledge and Ideas Research Methods in Librarianship, Medical Librarianship
Doyle, Winfield G.	Asst. Professor	Special Literatures and Materials (a-v bio-med, communication)
Eble, Mary C.	Adj. Professor	Materials and Services for Young Adults
Ellis, Dorothy A.	Adj. Professor	Library Organization and Administration Communication of Knowledge and Ideas Special Literatures and Materials (a-v) Materials and Services for Children, Materials and Services for Young Adults
Feuer, Sylvia	Adj. Professor	The Library as a Social Organization Library Organization and Administration (med.) Communication of Knowledge and Ideas Reference, Bibliography (med.)
Goren, Simon L.	Assoc. Professor	Library Organization and Administration (law), Bibliography (law & intl. law) Special Literatures and Materials (doc.) Education for Librarianship
Greenburg, Esther	Adj. Professor	Theory of Classification

COURSES OF INSTRUCTION

For course offerings each semester, see the various session schedules

500. Foundations of Library Science (3). A survey of essential principles and concepts which form a necessary basis for the subsequent study of librarianship regardless of type or specialization. Includes a) basic communication models by which libraries are described; b) properties of literatures as applicable to all libraries; c) concepts of library processes and procedures; and d) characteristics of library environments. *Required of all beginning students.*
RAWSKI, STAFF.

501. Problems in Complex Systems (3). This introductory course is excellent for any student who seeks seriously to acquaint himself with the systems approach to complex human, social and technological problems. There is a balanced emphasis on both the humanistic and the technical aspects of each problem discussed. The topics include: Survey of Systems Concepts; Human Beings and Complex Systems; The High School as a System; Models of Bio-Systems; Systems for Water Pollution Control; Term Project. Corequisite: One semester of Calculus. (Also given as CSYS 101.)
KANTOR.

502. Knowledge Records in History (3). An attempt to analyze and interpret important events in the history of knowledge records and information requirements, and to consider their pertinence for our times.
RAWSKI.

503. The Library in the Community (3). Public library service to adults, adult reading patterns and information needs; study of the community; relations with other institutions; community services; methods of working with adult individuals and groups.
SINCLAIR.

504. Seminar in Modern Urban Libraries (3 credit hours each semester). An interdisciplinary seminar which focuses on topics related to providing library and information services to the poor. Seminar units cover the individual and the community in urban poverty areas, planning and implementing educational programs, the library as an information center, the library and the community in the political process, and the role of the advisory committee. Field work in social agencies and libraries accompanies the seminar and is discussed in seminar meetings.
GOLDWYN.

505. Urban Services Field Work (3). Supervised experience in agency and/or public library work in the urban environment. Emphasis on interaction of information sources and services.
GOLDWYN.

509. Library Effectiveness (3). An introduction to the quantitative evaluation of how well a library serves its users and how most efficiently to measure and improve this service. Prerequisite: Consent of instructor.
KANTOR.

512. Special Libraries (3). An introduction to the management and operation of special libraries. Students will receive practice in developing patterns of service to meet the needs of specialized user groups.
GOHEEN.

516. College and University Libraries (3). Library service in relation to the problems of modern higher education. The role of higher education in the larger society and in the innovative role the library can play will be stressed.
CLEVELAND.

517. Public Library Management (3). Study of the government, organization, finance, personnel administration, policies, and service problems of the public library, with some attention to location and planning of buildings.
SINCLAIR.

518. Public Library Systems (3). Extension of public library service through formal cooperation, culminating in multi-library systems; problems of system organization, statewide library planning, standards and trends.
SINCLAIR.

521. Information Sources and Services (3). Study of the basic, general and subject oriented bibliographic tools and other reference literature with which a library gives information and reference service. Lecture plus laboratory. *Required of all beginning students.*
GOHEEN.

524. Introduction to Information Science (3). Designed to familiarize students not in the information science program with the subject content, orientations, methodologies and major works in information science. Emphasis is on surveying the research literature; the practical aspects of information retrieval, including the application of information technology; and examining the relationships to librarianship.
PAO, SARACEVIC.

525. Materials Selection (3). Principles of selection and evaluation of books and non-book materials, with emphasis on the needs and interests of the adult user of public and academic libraries.
SINCLAIR, PAO.

526. Non-Print Material in the Public Library (3). An introduction to the selection, use, and handling of non-print materials, with special attention to the film. Evaluation, ordering, cooperative ownership, programming, management implications, will be considered. Laboratory sessions will familiarize students with technical aspects.
SINCLAIR.

527. Government Documents (3). An introduction to the nature of government publications, their acquisition, organization, and use. Emphasis is on U.S. Government documents, but state, foreign, and United Nations documents are touched upon.
STAFF.

529. Introduction to Research (3). A study of the fundamental aspects of scientific inquiry, and some of the methods and techniques of research applicable to problems in library and information science. *Required of all doctoral students.*
RAWSKI

530. School Library Media Field Work (3). Supervised experience at elementary, intermediate and/or secondary school levels in school library media centers is required of students specializing in the school library media program. Field Work includes laboratory experience in the production of audio-visual instructional media. (Consent of instructor must be obtained at least six weeks prior to registration for Field Work.)
ROWELL.

531. Field Work (3). Supervised experience in a library situation is required of all students who have had no library experience. In addition, all students in the Medical Library program must elect this course. Other students may elect it with the advice and consent of their faculty advisers.
REES, SAUNDERS.

534. Seminar and Supervised Practicum in Archival Administration (3). In-service training in the handling of manuscript materials. Each student will work on special projects, assuming responsibility for evaluation, arrangement and description of collections; training facilities available at the Ohio Historical Society, the Western Reserve Historical Society or the University Archives. *Must have consent of instructor.* (Also given as HSTY 568.)
HELMUTH.

535. Archives and Historical Manuscript Collections (3). An introduction to the history of archives and the development of American archival theory and practice, including the evaluation, arrangement and description of archival materials, research in archives and manuscripts, preservation techniques and problems in the acquisition and use of original source materials. (Given also as HSTY 496.)
HELMUTH.

536. Bibliographic Organization and Control (3). A consideration of various bibliographic aids for organizing information. The course will include an introduction to descriptive and subject cataloging, classification and file maintenance. *Required of all beginning students.*
KALTENBACH.

538. Advanced Bibliographic Organization and Control (3). Problems in cataloging, with some practice. Discussion of impact of standardization, computerization and centralization. Emphasis on descriptive analysis and current advances, with applications of scientific method where feasible. (Prerequisite: Written permission of the instructor.)
RICHMOND.

Faculty Specialization
Case Western Reserve University

NAME	RANK	SPECIALIZATION
Part-Time Faculty (Cont'd)		
Greenberg, Esther	Adj. Professor	Theory of Classification Technical Services Information Systems and Networks Library Automation and Data Processing Library Organization and Administration (univ.) Research Methods in Librarianship
Helmuth, Ruth	Adj. Professor	Special Literatures and Materials (arch. & mss. collec)
Holian, Lydia T.	Adj. Professor	Information Systems and Networks Library Automation and Data Processing Library Organization and Administration (health sci.) Reference, Bibliography
Jones, James V.	Professor	Library Automation and Data Processing Library Organization and Administration (acad.) Special Literatures and Materials (serials)
Kennedy, W. Robert	Asst. Professor	Communication of Knowledge and Ideas Special Literatures and Materials (med.) Materials and Services for Children Materials and Services for Young Adults Adult Reading Guidance and Materials
Miller, Genevieve	Assoc. Professor	Bibliography (hist. of med. & sci.) Special Liateraures and Materials (arch. rare books, mss., and musicology)
Saunders, Marjorie	Adj. Professor	Information Systems and Networks The Library as a Social Organization Reference, Bibliography (med.)

Faculty Specialization
Case Western Reserve University

NAME	RANK	SPECIALIZATION
Part-time Faculty Cont'd.		
Schneerer, William P.	Assoc. Professor	Special Literatures and Materials (a-v)
Schultz, Jeffrey A.	Asst. Professor	Information Science Library Automation and Data Processing
Stephen, Paul D.	Instructor	Information Science Information Systems and Networks Library Automation and Data Processing
Thompson, W. Leigh	Assoc. Professor	Library Automation and Data Processing Communication of Ideas Communications, Publishing Special Literatures and Materials (health sci.)
Turk, Beatric U.	Adj. Professor	Library Organization and Administration Communication of Knowledge and Ideas Special LIteratures and Materials (a-v) Materials and Services for Children Materials and Services for Young Adults
Warren, Kenneth S.	Assoc. Professor	Information Science Communication of Knowledge and Ideas Medical

CASE WESTERN RESERVE

SCHOOL OF LIBRARY SCIENCE

SUPPORTING DOCUMENTS

1976-1977

TRAINING PROGRAM IN HEALTH SCIENCES LIBRARIANSHIP
PROGRAM REQUIREMENTS

All full-time students must start the program of 36 semester hours in June. Required (R) and Elective (E) courses are as follows:

Summer

R LS 500	Foundations	3 credit hrs.
R LS 536	Bibliographic Organization and Control	3 credit hrs.

Fall

R LS 521	Information Sources and Services	3 credit hrs.
R LS 531	Field Work (11 months)	3 credit hrs.
R LS 592	Introduction to Health Sciences Librarianship I	3 credit hrs.
E LS 527	Government Documents	3 credit hrs.
E LS 596	History of Medicine	3 credit hrs.
E LS 573	Information Retrieval Systems	3 credit hrs.
R LS 597	Non-Print Materials in the Health Sciences	3 credit hrs.

Spring 1977

R LS 599	Introduction to Health Sciences Librarianship II	3 credit hrs.
R LS 593	Health Sciences Communication Network	3 credit hrs.
R LS 598	Organization of Health Science Practice and Research	3 credit hrs.
E LS 572	Automation of Library Processes	3 credit hrs.
E LS 585	Historical Materials	3 credit hrs.

Other electives may be taken throughout the university with the approval of the program director. Some suggested courses are: SOCI 443 Introduction to Medical Sociology; PHIL 430 Moral Problems in Medicine; LAWS 686 Legal Medicine, etc.

27 hours are required courses; 9 hours are elective

THE HEALTH SCIENCES LIBRARIANSHIP PROGRAM

There are three important features of the program described in this brochure. First, all the facilities of the Cleveland Health Sciences Library and of its network of institutional members are made available to the students. This gives the student an opportunity to observe and to participate in library activities which are complex and highly sophisticated, and to determine the role he or she wishes to play in the library field.

The program's second feature is its concentration upon placing graduates in the health science library field. A very high percentage of graduates work in the field, largely because of the program and the efforts of the Cleveland Health Sciences Library staff.

The third feature is the continuing contact between the program and its graduates. This is achieved in a number of ways. Graduates are encouraged to comment upon the curriculum they pursued and upon modifications introduced, and to stay in touch with program faculty and the Cleveland Health Sciences Library staff.

Each of these features contributes to the program's uniqueness. We know that we have a good program and we intend to continue to pursue excellence. We ask of each student that he or she bring high motivation, excellence in some previous activity, and a flexible and sympathetic approach to the program and their own development. The results, we feel, will be to the credit of all of us and to our profession.

THE CLEVELAND HEALTH SCIENCES LIBRARY (CHSL)

The Cleveland Health Sciences Library of Case Western Reserve University is housed in two separate facilities: The Health Center Library (HCL) at 2119 Abington Road and the Allen Memorial Library at 11000 Euclid Avenue. They are a five minute walk apart.

The Health Center Library houses the strongly basic science collections and serves the faculty and students of the Schools of Dentistry, Medicine, and Nursing as well as the departments of Biology and Nutrition. The Audio-Visual section is located here.

The Allen houses the more clinical collections and serves the institutional and private membership of The Cleveland Medical Library Association as well as students and faculty. The Howard Dittrick Museum of Historical Medicine which owns a very distinguished collection of rare books, archival material and museum objects is also located at the Allen.

The total collection of CHSL numbers in excess of 265,000 volumes.

Online searching capabilities are available through special computer terminals: OCLC, MEDLINE, AVLINE, and other data basis.

The Director of the Cleveland Health Sciences Library, Mr. Robert G. Cheshier, is also the Director of the Case Western Reserve University Program in Health Sciences Librarianship and Communication.

September 1976

TRAINING PROGRAM IN HEALTH SCIENCES LIBRARIANSHIP

Work/Study Program - Coordinator, Marjorie Saunders

Institution	Department	Supervisor - CHSL Staff
Case Western Reserve University	Anatomy	Mary Piper, Government Documents Librarian
	Biochemistry	Susan Hill, Cataloging Librarian
	Community Health	Olyn Ruxin, Head, Cataloging Department
	Health Sciences Communication Center	*Kathleen Casteel, AV/TV Librarian
University Hospitals	Biometry	Susan Hill
	Orthopedics	*Lydia Holian, Associate Librarian, Allen Memorial Library
	Pediatrics	*Marjorie Saunders, Associate Librarian, Health Center Library
	Radiation Biology	Kathleen Casteel
	Reproductive Biology	Michael Partington, Librarian and Executive Secretary, The Cleveland Medical Library Association, Allen Memorial Library
Cleveland Health Sciences Library	Acquisitions	Nancy Woelfl, Head, Collection Development
	AV/TV	Kathleen Casteel
	Collection Development	Nancy Woelfl
	Government Documents	Mary Piper
	Cataloging	Olyn Ruxin
	Interlibrary Loan	*Virginia Bullock, ILL Librarian, Allen Memorial Library
	Museum	*Genevieve Miller, Director, Museum of Historical Medicine, Allen Memorial Library
	Poison Information Project	Frederica Bolce, Reference Librarian, Allen Memorial Library
	Reference - Allen	Frederica Bolce
	Reference - HCL	--
	Serials	Cynthia Wickwire, Serials Librarian
Off-campus	Veterans Administration Hospital	Bruce Delman Nancy Haynes Barbara Lennon
	Northeastern Ohio Universities College of Medicine	Karen Brever, Director, NEOUCOM Library

Faculty, Training Program in Health Sciences Librarianship

Robert G. Cheshier, Director, Cleveland Health Sciences Library
Virginia Bullock (see above)
Kathleen Casteel (see above)
Winfield Doyle, Director of Operations, Health Sciences Communication, CWRU
Lydia Holian (see above)
Genevieve Miller (see above)
Alan Rees, Professor and Associate Dean, School of Library Science, CWRU
Marjorie Saunders (see above)

KENT STATE

SCHOOL OF LIBRARY SCIENCE

PROGRAM AND COURSE DESCRIPTIONS

LIBRARY EDUCATION AT KENT STATE UNIVERSITY

GOALS AND PRIORITIES

Kent State University is committed to the development of human resources through programs of teaching, research and public service. The School of Library Science implements this purpose by preparing librarians to become information specialists responsive to the changing needs of society. This preparation goes beyond the everyday aspects of an individual library situation: it requires the development of a truly professional outlook through which librarians view their work in an international context and set their goals within a framework of total library needs, functions and activities.

The School seeks students of many backgrounds and interests, especially those with leadership potential and problem-solving ability. Through course offerings (which emphasize wide reading, field innovations, undertaking and utilizing research), interdisciplinary study, extra-curricular activities, and student participation in governance, the School provides opportunities to cultivate those capabilities of learning, relating and choosing which are necessary for an effective professional career.

More specific objectives of the School include:

1. Educating men and women for professional positions in library and allied information fields through basic programs and opportunities for advanced study.

2. Contributing by means of faculty and student research and publication to knowledge in the fields of librarianship and information science.

3. Helping to meet library needs in the state of Ohio, not only by educating students, but also through appropriate faculty research, consultation, workshops, participation in professional organizations and other services.

In pursuit of these objectives, the School cooperates closely with the Library and other University departments and agencies whose programs are pertinent to the education of library/media/information specialists.

RESOURCES AND FACILITIES

In 1970 the School of Library Science moved to attractive quarters in the new 12-story University Library. Located on the third floor, Library School quarters comprise three classrooms, a reading room and professional book collection, main and faculty offices, a student commons room, the Center for Library Studies, and the newly established center—Program for the Study of Ethnic Publications in the United States.

Students have the benefit of a large, well-balanced, international collection of library science books, a 8,000-volume juvenile collection, files of library annual reports and other non-book material. More than 300 library periodicals are received, supported by a large collection of back files in bound volumes.

The University Library contains more than 1,000,000 volumes, files of about 7,500 periodicals, 14,000 newspapers and other serial titles, plus extensive holdings of microfilm, recordings and government documents.

Also available to library science students is the Media Center of Kent State University School (Day Care through Grade 9) with some 20,000 volumes and a sampling of non-print materials.

Many fine libraries of every variety in the vicinity offer students additional resources and facilities.

The Kent State Computer Center has an IBM 1130 and a Burroughs B5500 with assorted peripheral equipment available for student use. Within the Library School students receive individual training on an NCR terminal tied into the Systems Development Corporation computer and data bases via the TYMSHARE network, and on the Ohio College Library Center (OCLC) computer terminals tied into the computer in Columbus.

THE UNDERGRADUATE PROGRAM

There is no major in library science on the undergraduate level. A minor sequence is available, however, to upperclassmen. It comprises five courses of five quarter-hours each:

L.S. 30300 – Book Selection
L.S. 30302 – Basic Cataloging
L.S. 30400 – Basic Reference
L.S. 30401 – Library Organization
L.S. 30403 – School Library Materials

The sequence aims to introduce key skills and concepts relevant to general library service, to meet the essential needs of persons who will administer small public or school libraries—or who will serve as "sub-professionals" in larger libraries—and to offer a foundation for graduate study. Preparation for professional positions in larger libraries is presented on the graduate level.

Successful completion of this sequence, plus certain requirements in education and general subjects, will qualify the student for an Ohio certificate in educational media.

It is advisable for majors in the College of Education who wish to meet the educational media minor requirements to consult either their College or the School of Library Science. A statement on certification appears later in this bulletin.

Majors in the College of Arts and Sciences may elect "an area of interest" in library science. A minor in Library Science is available to students in the College of Fine and Professional Arts. Advice will be given upon request.

During the academic school year undergraduate courses are generally scheduled for daytime, but they are usually offered in the summer program. Hopefully in the future they will be scheduled occasionally during evening hours. Several of the University's regional campuses schedule these undergraduate courses on a rotating basis.

Three other courses are open to undergraduates, though not a part of the minor sequence:

40480/50580 – Music Bibliography
40481/50581 – History of Science Literature
40483/50583 – Newspaper and Mass Media Libraries

These may be taken for graduate or undergraduate credit.

THE MASTER'S PROGRAM

The School offers a full graduate program, accredited by the American Library Association, leading to a Master of Library Science degree. The master's is now generally accepted as the basic degree in librarianship, necessary for professional employment in all but the smaller school and public libraries. Since doctorates in the field are few, one who possesses a master's degree is eligible for responsible appointment in libraries of all types and sizes, anywhere in the world

Admission

To be considered for admission to the graduate program in library science, one must first meet the general requirements set forth by the Graduate College of the University and stated in the *Graduate Schools Catalog*. In essence, the standards call for a bachelor's degree from an accredited college or university with an overall scholastic average of not less than 2.5 (four-point scale).

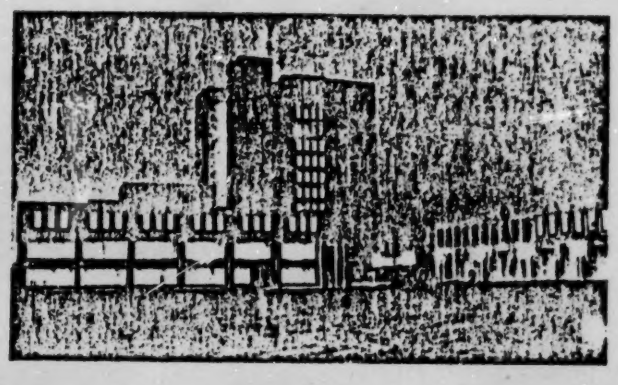
Above and beyond these norms, the School of Library Science may require a personal interview with the Dean or his delegated representative. Furthermore, the prospective student is expected to have a basic general education, including at least 35 quarter hours well distributed over the following areas: social sciences, English language and literature, humanities, and sciences. One must also arrange to take the Graduate Record Examination (Aptitude Test) at one of the international testing centers, by applying to the Educational Testing Service, Princeton, New Jersey. A person who applies for admission when it is no longer possible to take the final GRE of the term may take the Miller Analogies Test. The score in the MAT will serve temporarily in place of the GRE score as the application for admission is considered, though one will still need to take the GRE at the first opportunity. The MAT may be taken almost any day, without formal prearrangement, either at Kent State University or on numerous other American campuses. Those who wish to take the MAT should call the Examination Aids Center, Kent State University, or the equivalent office in other universities, in order to make an appointment.

The School will give preference in considering admission to students whose undergraduate grade-point average is 3.0 or higher. Students with undergraduate grade-point averages between 2.5 and 3.0 are expected to achieve a score of at least 600 on the GRE verbal aptitude test, while those with 3.0 need a score of 550. In certain circumstances somewhat lower GRE scores may be accepted. Persons with exceptional backgrounds who may not meet these requirements are encouraged to consult the Dean.

Native-born students whose records are below standard, apparently in large part because of deprived backgrounds, will be judged and counseled according to their individual needs and estimated merit, rather than by conventional norms like the GRE. Their preparation will be facilitated by all means available.

Physically handicapped students should take into consideration the fact that their employment opportunities will be limited by the extent and nature of their disabilities.

A number of graduate courses carry undergraduate course prerequisites, as indicated in the course descriptions elsewhere in this bulletin Prospective graduate students who have not taken these undergraduate courses may still apply for admission, as it is possible to study independently for proficiency tests which cover the material in the prerequisite courses. Those who are preparing for the proficiency tests will be given self-study guides to facilitate their efforts.



Kent State University Library

Program and Curriculum

Full-time master's students follow a standard attendance pattern: they all start the program in Fall Quarter and graduate at the end of the next summer. New students who wish to come to Kent in the summer before they begin the master's program are invited to consult their advisers about advantageous classwork in languages, undergraduate library science, or related-field graduate study.

By regular full-time attendance, a student may reasonably expect to graduate within one calendar year after starting classes—that is, after four consecutive quarters, counting summer. Some persons take longer, some might finish sooner, but one year forms a sensible framework for planning. Meeting degree requirements through part-time attendance (evenings, Saturdays, and summer) is feasible and common. The evening, Saturday, and summer offerings are coordinated to facilitate completion of all courses over a two-year period. It is possible to meet master's degree requirements in summers, without attendance in fall, winter or spring. Advisers will help to set up approximate schedules. Part-time students may enter the program at any time during the year

No more than 15 hours may be carried in one quarter In the summer, the total hours for both sessions may not exceed 15, and there can be no more than 10 in either session. Experience suggests that 12 hours (four courses) may be a more realistic maximum for this program.

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All regulations of the Graduate College are followed strictly, and the student must accept all responsibilities in the *Graduate Schools Catalog* as well as any which are imposed on the departmental level. In particular, attention is drawn to the rule that no course numbered 60600 or higher may be taken by a person who is not formally admitted to the Graduate College, and that application must be received at least one month in advance of registration day for admission to the Graduate College.

Dismissal from the School will result if the student receives three "C"s" (or 9-quarter hours) in graduate coursework.

Forty-eight graduate quarter-hour credits are needed for the M.L.S.

The library science class hours consist of a seven-course core (19 hours), plus electives which total 30 hours. The core—required of all—is composed of:

60600 —Social and Philosophical Foundations of the Library

60601 —Intermediate Reference and Bibliography

60602 Intermediate Cataloging

60604 —Methods and Techniques of Research in Library Science

60631 —Historical Foundations of Libraries and Reading Matter in the Western World

60640 —Library Automation

60697 —Colloquium

Each student chooses elective courses in conference with the adviser. The only stipulation is that one "type-of-library" course, i.e., 60607, 60608, 60615, 60616, 60624, 60625, and one "type-of-literature" course, i.e , 60618, 60621, 60622, 60623, 60626, or 60628, must be included.

It is expected that each student will devise a coherent program of courses which will lead toward competence in an area of special interest.

Several courses are usually taken in graduate departments outside the Library School.

There is a choice between writing a thesis (for eight credits) or a research paper (for three credits).

POLICY ON TRANSFER CREDIT

The School follows the stated policy of the Graduate College as set forth in the *Graduate Schools Catalog*. Within these regulations, the School of Library Science has the following policy:

1. The School reserves the right to limit what courses can be substituted for core courses. Such substitution will be made only from courses from a school accredited by ALA at the time the courses were taken and which from an examination of course outlines and bibliographies appear to be substantially the same as Kent's.
2. In cases where the courses taken at an ALA accredited school bear the same titles as a core course, but appear upon examination to be significantly different, the School will accept these courses for elective credit
3. The School will accept for elective credit graduate courses from a regionally accredited institution outside the core course area if in the judgment of the student's advisor and the Dean these courses are appropriate to the student's program of professional preparation

Candidacy

Admission to the School does not imply admission to candidacy for the master's degree Whether or not a student shall be admitted to candidacy is determined by the faculty after one quarter's work (or the equivalent for part-time students). The faculty's decision will be based on class performance, GRE or MAT score, proficiency test scores, and other pertinent factors.

Thesis

A thesis is expected to be a substantial and original contribution to knowledge in librarianship. Anyone who undertakes to write a thesis should be willing to accept rigorous standards of scholarship, methodology, and form of presentation. The procedure is this:

1. Student chooses a topic for investigation, or several topics, or at least defines an area of particular interest, and discusses the possibilities with the adviser.
2. When one has determined the scope of a likely subject, one searches the literature for signs of duplication and overlapping, and to find guidance in formulating more precise objectives and limitations.
3. Finally one presents a proposal and outline to the Dean who puts it before the faculty. If they approve the proposal, they decide on an adviser for the project and also a "reader" to assist the adviser.
4. With help from the adviser, the candidate makes up a formal statement for the Dean of the Graduate College.
5. With these preliminaries accomplished, the student begins the research—conferring regularly with the adviser—and presents a complete typed draft on a predetermined date, approximately two months before the expected graduation day. (Consult *Guide for the Writing of Research Papers and Theses* for dates.) This draft is scrutinized by adviser and reader, and returned for emendation as necessary.
6. A corrected draft, due a month later, is also read; if it is satisfactory to the adviser, reader, and Dean, it is returned to the candidate for the final formal typing.
7. On or before the appointed day, one presents two perfectly typed copies for approbation and delivery to the Graduate College.

The *Graduate Schools Catalog* and the *Style Guide* published by the Graduate Schools should be consulted for details. The accepted forms of presentation for library science papers are those given in Kate Turabian's *Manual for Writers of Term Papers, Theses, and Dissertations.*

Completed theses are listed in *Library Literature*, ERIC and *Library Quarterly*, bound and cataloged in the University Library, and circulated on interlibrary loan.

Research Paper

Practically everything said above in regard to the thesis applies also to the Research Paper. This paper must also represent a substantial, original contribution to knowledge in librarianship, and must observe the same standards of presentation. The difference between a thesis and a paper is one of depth and scope, and probably length as well and some procedural departures also exist A printed statement, *Guide for the Writing of Research Papers and Theses*, describing what is involved in writing a paper will be provided for those concerned.

Selected research papers are also listed in *Library Literature* and ERIC.

Courses

A grade of "B" or higher is necessary for an undergraduate course which must serve as a prerequisite for a graduate course. Exemption proficiency tests may be taken in place of undergraduate prerequisites.

Quarterly class schedules should be consulted for courses to be offered during a given quarter, since the frequency of offering of each course is determined by the School as program needs dictate, with no assurance that a given course will be offered every year.

30300 BOOK SELECTION (5) — Biagini

Analysis of factors affecting selection of materials for school and public libraries. Critical evaluation of print and non-print materials, with emphasis on basic retrospective and current reviewing aids. Censorship. Prerequisite: Permission.

30302–BASIC CATALOGING (5) — C. Jackson, McChesney, DeVolld

Principles and methods of organizing, classifying, and cataloging print and non-print materials using the Dewey Decimal and Library of Congress classifications and Library of Congress and Sears subject headings. Students make a practice card catalog. Prerequisite: Permission.

30400–BASIC REFERENCE (5) — Marco, Rosenberg

The most essential information sources: approximately 200 titles which will account for most needs in school libraries and smaller public libraries, and which form the nucleus of larger reference collections. Prerequisite: Permission.

30401–LIBRARY ORGANIZATION (5) — McChesney, Biagini

Objectives and functions of the library; technical and administrative procedures; standards; personnel. Students may prepare library manuals and those without library experience do some supervised field work. Prerequisite: Permission.

30403–SCHOOL LIBRARY MATERIALS (5) — Biagini

Critical evaluation of multi-media materials which support the school curriculum and interests of students, upper elementary through high school. Development of skills needed to help teachers and students utilize these materials. Prerequisite: Permission.

40480/50580–MUSIC BIBLIOGRAPHY (3) — Marco

Library resources for musical research: bibliographies; general and special encyclopedias and dictionaries; biographical sources; histories, complete and collected editions of music. Prerequisite: Dean's approval. (A good background in music history and theory is necessary.)

40481/50581 HISTORY OF SCIENTIFIC LITERATURE (3) — S Jackson

Key writings and concepts in the history of science and technology. Based essentially on secondary sources, with some attention to primary sources. Prerequisite: Dean's approval.

40484/50583 NEWSPAPERS AND MASS MEDIA LIBRARIES (3) — Vormelker

Objectives, functions, and standards of service in libraries of newspapers and other publications as well as radio and television libraries. Prerequisite: Dean's approval.

60600 SOCIAL AND PHILOSOPHICAL FOUNDATIONS OF THE LIBRARY (3) — Rogers, McChesney, Marco

The current pattern of library service in America and overseas, the nature, development and objectives of librarianship; professional problems, research, literature, associations, and education. Prerequisite: Dean's approval.

60601 INTERMEDIATE REFERENCE AND BIBLIOGRAPHY (3) — Rosenberg, Wynar

Organization and administration of reference services. Evaluation and selection of materials. General works, universal and national bibliographies, key reference tools in major subject areas. Prerequisite: L.S. 30400 or Dean's approval.

60602–INTERMEDIATE CATALOGING (3) — C. Jackson, S. Jackson, DeVolld

Problems in classifying by Dewey; corporate entry; Library of Congress classification and subject headings; serials. Introduction to other classification systems, divided and classified catalogs, administration of catalog departments; consideration of current issues. Two hours per week scheduled labwork. Prerequisite: Dean's approval.

60603–ADVANCED CATALOGING (3) — S Jackson

Select problems in classification; subject headings, subject heading lists, maps, microfilms, and music. History of classification systems. Brief introduction to rare book cataloging. Prerequisite: L.S. 60602.

60604–METHODS AND TECHNIQUES OF RESEARCH IN LIBRARY SCIENCE (3) — Wynar, Rosenberg

Historical, bibliographical, survey, content analysis, experimental and statistical methods applied to library problems. Characteristics of the research process. Landmark investigations in the library field. Prerequisite: Dean's approval.

60605–COMMUNICATIONS AND THE LIBRARY (3) — Wynar

The process of communication. The media: books, magazines, newspapers, radio, television, films. Content analysis. Mass communications viewed in relation to the functions and future of American libraries. Prerequisites: L.S. 60600, 60604.

60606–ADVANCED REFERENCE AND BIBLIOGRAPHY (3) — Rosenberg

Theoretical aspects of the creation of reference tools (indexing, abstracting, thesaurus). Reference services in support of research. Elements of historical bibliography. Prerequisite: L.S. 60601.

60607–THE SCHOOL LIBRARY (3) — Biagini

Objectives and standards of service in the school library, with emphasis on the materials center concept. Current issues and trends as reflected in the literature of school librarianship. Prerequisite: L.S. 60600.

60608 THE PUBLIC LIBRARY (3) — Heiliger

Objectives and standards of service in public libraries of different sizes. Internal organization: finance, personnel, buildings and equipment, relations with schools and community, cooperation. Issues and trends in recent professional literature. Prerequisite: L.S. 60600.

60622 LITERATURE OF SCIENCE (3) Rosenberg

The special reference works and selection aids of each major subject field. Landmarks and schools of thought in these fields and their effects on the respective literatures. Prerequisites: L.S. 30300 or Dean's approval, and 60601.

60623 LITERATURE OF BUSINESS AND FINANCE (3) Vormelker

Historical development of business literature and its sources; its application to current business, labor, governmental, educational, and sociological information needs; its interpretation to executives and others. Prerequisites: L.S. 30300 or Dean's approval, and 60601.

60624 THE ART LIBRARY (3) Staff

An examination of the role of art libraries and art collections in different institutional settings. Theoretical and historical foundations with guidelines to practical administration. Prerequisites: L.S. 30300 or Dean's approval, and 60601.

60625 THE MUSIC LIBRARY (3) Marco

History objectives, functions and administration of music libraries which serve music schools, universities, public libraries and other institutions. Prerequisite: L.S. 60600 or Dean's approval.

60626 LIBRARY MATERIALS FOR ADOLESCENTS (3) McChesney, Biagini

Selection of books in relation to the needs, abilities, and interests of adolescents, including adult titles for young people. Reading guidance for this age group in public and school libraries; some attention to the gifted child and retarded reader. Prerequisite: L.S. 30300 or Dean's approval.

60628 LITERATURE OF THE HUMANITIES (3) Rogers

The special reference works and selection aids of each major subject field. Landmarks, styles, schools of thought and criticism in relation to the respective literatures. Attention to such non-book materials as recordings, musical scores, art prints, and slides. Prerequisites: L.S. 30300 or Dean's approval, and 60601.

60631 HISTORICAL FOUNDATIONS OF LIBRARIES AND READING MATTER IN THE WESTERN WORLD (3) S. Jackson

How western civilization shaped types of reading matter, book selection, the other principal aspects of libraries and librarianship, and the book industries and arts. Prerequisite: Dean's approval.

60632 CHILDREN'S LITERATURE TO 1900 (3) C. Jackson

Development of writing for children from early times, with emphasis on the educational and social trends reflected. Reading of representative works. Prerequisite: Dean's approval.

60633 INFORMATION AND TECHNICAL SERVICES IN THE MEDIA CENTER (5) C. Jackson McChesney

Informational and technical services in the media center on an introductory level, including highlights of original cataloging and classification, use of printed card services, informational use of the catalog, and reference materials and services, utilizing role-playing technique. Prerequisite: Graduate

60609 BOOK ARTS (3) Wynar

Historical survey of the development of writing materials, evolution of the book format, invention and spread of printing, early printed book design, technological advancements, introduction to historical bibliography. Prerequisite. L.S. 60631.

60610 LIBRARY MANAGEMENT (3) Rosenberg

Internal library structures; library planning, budgeting, reporting and staffing. Prerequisite. L.S. 60600.

60611 GOVERNMENT DOCUMENTS (3) Vormelker

Library treatment of U.S. government publications, municipal and state publications, and major documents of Great Britain, Canada, and the United Nations. Will not include materials covered in L.S. 60601. Prerequisite: Dean's approval

60612 GUIDANCE AND READING SERVICES FOR ADULTS (3) Biagini

Recent investigations of group and individual reading habits; advisory services in various types of libraries; library programs for adult education, projection of library materials toward the community. Prerequisite. Dean's approval.

60615 THE ACADEMIC LIBRARY (3) Rogers, Hellinger

Government and administration of academic libraries, including organization, finance, relationships on and off campus; personnel; teaching functions of the library; cooperation; buildings and equipment. Prerequisite: L.S. 60600.

60616 THE SPECIAL LIBRARY (3) Vormelker, Rosenberg

The special library movement in America and England. Libraries in subject fields and in organizations, e.g., corporations, government agencies, hospitals, etc. Prerequisite: L.S. 60600.

60617 LIBRARY SERVICE TO CHILDREN AND YOUNG ADULTS (3) C. Jackson

Organization, administration and evaluation of services to children and young people in public and school libraries. Various techniques and programs including storytelling and book talks. Outreach services to disadvantaged, exceptional, and minority youth. Prerequisite: Dean's approval.

60618 LIBRARY MATERIALS FOR CHILDREN (3) C. Jackson

Recent children's books and related non-print materials in relation to the needs, abilities and interests of children, including materials for the gifted, handicapped, and retarded. Reading guidance in various library settings. Prerequisite L.S. 30300 or Dean's approval.

60621 LITERATURE OF THE SOCIAL SCIENCES (3) Wynar

The special reference works and selection aids of each major subject field. Landmarks and schools of thought in these fields and their effects on the respective literatures. Prerequisites. L.S. 30300 or Dean's approval, and 60601

60660 LIBRARY BUILDINGS AND EQUIPMENT (3) Rogers

Planning, programming, construction, furnishing and occupancy of library buildings, with attention to the needs of academic, public, school and special libraries. Includes field trips. Prerequisite: L.S. 60600 or Dean's approval.

60691 SEMINAR IN LIBRARY SCIENCE (3-5) Staff

Advanced research by small groups of students who are qualified to examine problems of certain special areas. Prerequisite: Dean's approval.

60692 PRACTICUM IN LIBRARY SCIENCE (3-5) Staff

Supervised library work experience of a professional nature of not less than 100 clock hours, directed readings, and the preparation of a paper. Prerequisite: L.S. 60600 and appropriate type-of-library or type-of-service course.

60694–COLLEGE TEACHING OF LIBRARY SCIENCE (3-5) Rogers

Staff training and experience in college teaching. Letter grade or "S" given. Repeated registration permitted up to 10 hours. Maximum of 3 hours applicable toward master's degree requirements (with Dean's approval). Minimum prerequisite: Graduate standing.

60695–SPECIAL PROBLEMS IN LIBRARY SCIENCE (2-15)

Individual research at high levels of specialization. Intended for persons in the Sixth-Year Program. Repeated registration is permitted. Prerequisite: Master's degree and Dean's approval.

60697–COLLOQUIUM (1)

Participation in discussions with visiting speakers and in special presentations by faculty; field visits; and reports. Meets six Fridays during Spring Quarter. Required of M.L.S. candidates.

60699 THESIS (2-8)

A thesis student must register for a total of eight hours, two to eight hours in a single quarter, distributed over several quarters if desired. Before registering, it is necessary to be admitted to candidacy and to have an approved thesis topic.

*61096-62096–INDIVIDUAL INVESTIGATION (2-15) Staff

Research or individual investigation for master's level graduate students. Credits earned may be applied toward meeting degree requirements if the Dean approves and if a letter grade or "S" is given. Otherwise a grade of "R" is given. Repeated registration is permitted. Prerequisite: Graduate standing (master's level).

*61098-62098 MASTER'S RESEARCH PAPER (3)

A project required of all M.L.S. students except those who write a thesis. Prerequisite: Dean's approval.

*Note: For precision in record keeping, specific numbers are assigned to each instructor who may be responsible for an "Individual Investigation" or "Master's Research Paper." These code numbers occupy the second and third spaces in the five digit course number. Detailed numbering is given in registration schedules.

standing in the College of Education without prior coursework in reference and cataloging. Other students need Dean's approval.

60634–LIBRARY SERVICES TO ETHNIC COMMUNITIES (3) Wynar

Investigation of historical development and present status of library service to various ethnic communities in the U.S. Identification of special library needs as related to specific groups. A comparative approach. Prerequisite: Dean's approval.

60635–ETHNIC COLLECTIONS AND PUBLICATIONS (3) Wynar

Investigation of the historical development and present status of ethnic publications in the U.S., selection and evaluation of ethnic materials for library collections, library services to ethnic communities. Prerequisite: Dean's approval.

60636–PROBLEMS IN THE HISTORY OF LIBRARIES AND READING MATTER (3) S. Jackson

Discussion of significant questions based on reading of monographic literature and research in the sources. Reading knowledge of a principal European language desirable. Prerequisite: L.S. 60631 or Dean's approval.

60640–LIBRARY AUTOMATION (3) Heiliger

Computer and other machine applications to library cataloging; acquisitions work; book selection; serials control; circulation routines; inventory control; reference work; and administrative uses, including personnel and budget work. Laboratory work on OCLC computer terminals. Prerequisite: Dean's approval.

60641–INFORMATION RETRIEVAL IN THE LIBRARY (3) Heiliger, Rosenberg

Basic functions of an IS&R system. Concepts and techniques. Networks. Data bases. Intensive studies of major existing information retrieval centers throughout the country using telelecture and remote on-line searching of computerized data bases. Laboratory work includes searching ERIC data base on-line. Prerequisite: L.S. 60640.

60645–EUROPEAN LIBRARIANSHIP (3) Rogers

Patterns of library service in a selected group of European countries. International perspective on such problems as library objectives, urban services, finance, cooperation, and library education. Prerequisite: L.S. 60600.

60646–LATIN AMERICAN LIBRARIANSHIP (Proposed) (3) Heiliger

60651 LIBRARY SERVICES AT THE STATE LEVEL (3) Heiliger

History, objectives, and functions of American state libraries and state library agencies. Particular attention to plans and activities in Ohio. Prerequisite: L.S. 60600.

60655–FIELD WORK IN SUPERVISION OF SCHOOL LIBRARY SYSTEMS (5) C. Jackson

Guided experience and reading on the planning, organizing and directing of a school library system, log of activities, field visits, projects and evaluation conferences. Prerequisites: school library experience and appropriate certification, L.S. 60607.

EPITOME OF COURSES

	Organization and Administration of Libraries	History and Philosophy of Libraries and Librarianship	Cataloging and Classification	Reference, Selection, Bibliography and Literature	School Librarianship and Work with Children and Young Adults	Audio-Visual	Research and Special Projects	Computers and Automation
UNDERGRADUATE Basic courses required of all Master of Library Science Degree Candidates (15 quarter-hours)			30302* Basic cataloging (5)	30300* Book selection (5) 30400* Basic reference (5)		Coursework in the College of Education is recommended for all students, especially those interested in school librarianship		
UNDERGRADUATE Electives	30401 Library organization (5) 40433 Newspaper and mass media libraries (3)	Journalism 20001 Mass media and society		40480 Music bibliography (3) 40481 History of scientific literature (3)	30403 School library materials (5) English 31038 Children's literature	32137 Introduction to educational media (3) 32138 Instructional materials development (5)		
GRADUATE Core courses required of all Master of Library Science Degree Candidates (19 quarter-hours)	Although not part of the core curriculum, one "type of library" course is required for graduation with the Master of Library Science Degree. The choice is from: 60607, 60608, 60615, 60616, 60625.	60600 Social and philosophical foundations of the library (3) 60631 Historical foundations of libraries and reading matter in the western world (3)	60621 Intermediate cataloging (3)	60601 Intermediate reference and bibliography (3) Although not part of the core curriculum, one "literature of..." course is required for graduation with the Master of Library Science Degree. The choice is from: 60618, 60621, 60622, 60623, 60626, 60628			60604 Methods and techniques of research in library science (3) 60697 Colloquium (1)	60640 Library automation (3)
GRADUATE Electives (Minimum total of graduate Library Science core courses and all other electives is 48 quarter-hours for graduation with the Master of Library Science Degree.)	50583 Newspaper and mass media libraries (3) 60610 Library management (3) 60608 The public library (3) 60615 The academic library (3) 60616 The special library (3) 60624 The art library (3) 60625 The music library (3) 60660 Library buildings and equipment (3)	60605 Communication and the library (3) 60509 Book arts (3) 60636 Problems in the history of libraries and reading matter (3) 60645 European librarianship (3) 60651 Library service at the state level (3)	60603 Advanced cataloging (3)	50580 Music bibliography (3) 50581 History of scientific literature (3) 60606 Advanced reference and bibliography (3) 60611 Government documents (3) 60612 Guidance and reading service for adults (3) 60621 Literature of the social sciences (3) 60622 Literature of science (3) 60623 Literature of business and finance (3) 60628 Literature of the humanities (3) 60634 Library services to ethnic communities (3) 60635 Library collections and	60607 The school library (3) 60617 Library service to children and young adults (3) 60618 Library materials for children (3) 60626 Library materials for adolescents (3) 60632 Children's literature to 1900 (3) 60633 Information and technical services in the media center (5) 60655 Field work in supervision of school library systems (5)	Coursework in the College of Education is recommended for all students, especially those interested in school librarianship 67400 Utilization of educational media (3) 67401 Design and production of educational media (3) 67402 Organization and administration of educational media programs (3)	60691 Seminar in library science (3-5) 60692 Practicum in library science (3-5) 60694 College teaching of library science (3-5) 60695 Special problems in library science (2-15) 61096-62096 Individual investigation (2-15) 61098 Master's research paper (3) or 60699 Thesis (2-8)	60641 Information retrieval in the library (3) *Indicates that the course may be taken on a self-study basis

KENT STATE

SCHOOL OF LIBRARY SCIENCE

FACULTY SPECIALIZATIONS

FACULTY SPECIALIZATION

Kent State University

NAME	RANK	SPECIALIZATION
Marco., Guy A.	Dean, Professor	Library Organization and Administration (univ.) Bibliography (pure) Education for Librarianship
McChesney, Kathryn	Asst. Dean Asst. Professor	The Library as a Social Organization Library Organization and Administration By Type of Library (schl.) Materials and Services for Young Adults
Biagini, Mary Kay	Asst. Professor	Library Organization and Administration By Type of Library (schl.) Book Selection and Acquisitions Materials and Services for Young Adults
Heiliger, Edward	Professor	Information Science Library Automation and Data Processing Library Organization and Administration By Type of Library (acad.)
Jackson, Clara O.	Assoc. Professor	Cataloging and Classification Theory of Classification Library Organization and Administration By Type of Library (schl.) Materials and Services for Children
Rogers, A. Robert	Professor	The Library as a Social Organization Reference Special Literatures and Materials (hum., buildings) International Comparative Librarianship

Faculty Specialization
Kent State University

NAME	RANK	SPECIALIZATION
Rosenberg, Kenyon C.	Assoc. Professor	Library Organization and Administration (spec.) Reference Special Literatures and Materials (sci.) Research Methods in Librarianship
Wynar, Lubomyr R.	Professor	Reference Special Literatures and Materials (soc.sci) History of Books, Printing and Libraries Research Methods in Librarianship
Part-Time Faculty		
Gillmore, Sally S. (SS)	Visiting Professor	Cataloging and Classification Library Organization and Administration Book Selection and Acquisitions Reference
Vormelker, Rose	Asst. Professor	Library Organization and Administration (newspaper and mass media, spec.) Special Literatures and Materials (gov. doc., business and finance)
Howard, Wayne	Instructor	Bibliography (music)
Summer Session Faculty		
Cheski, Richard	Visiting Professor	Library Organization and Administration (state)
Jyurovat, Doris	Visiting Professor	Book Selection and Acquisitions Adult Reading Guidance and Materials
Portteus, Elnora	Visiting Professor	Library Organization and Administration (schl.)
Rose, Ruth	Visiting Professor	Cataloging and Classification

KENT STATE

SCHOOL OF LIBRARY SCIENCE

SUPPORTING DOCUMENTS

CONTINUING EDUCATION — In 1972, after several years of study and planning, the University created the Division of Continuing Education to serve as the focal point in administering programs, credit and non-credit, that were outside the traditional University curriculum. Kent State University recognizes its role in fulfilling the needs for continuing education locally, regionally, nationally and internationally. In order to meet these needs, the University strives:

1. To offer, through credit and non-credit programs, the opportunity for individuals to continue their education on a lifelong basis, enabling those who seek the service of the University to reach their maximum potential in a vocational or avocational sense.
2. To offer opportunities in continuing education on a world-wide basis for learning in all fields, maximizing the resources of the University.
3. To move the University's resources into the mainstream of society in order to assist in the solution of social problems, the advancement of knowledge, and enhancement of human understanding.
4. To bring local, regional, national and international community and University resources closer together in an effort toward deriving mutual benefits from their association.

The Division of Continuing Education offers people in the community a chance to extend their education through a variety of workshops, conferences, and non-credit courses. The Division both on the Kent campus and the regional campuses invites people from all walks of life and diverse backgrounds to return to school and continue their education, whether it be for a broad learning experience, for in-service training, or as spare-time recreation.

Continuing Education, in cooperation with the academic departments at Kent State, offers workshops taken for degree credit in course areas ranging from aerospace technology to vocational education.

Conferences for local, regional and national organizations have also been organized by the Division's Conference Bureau working in conjunction with sponsoring academic departments. Among those who have participated in some of the conferences have been pilots, educators, and school superintendents.

Still another area that the Division is involved with is the development and administration of non-credit courses.

These classes have no age or admission requirements; they are open to anyone who wants to broaden one's interests, to brush up on current developments in a specific area, or just to try something new. In order to make attendance convenient for people with daytime commitments, these classes are generally offered once a week during the evening or on weekends, and coincide in length with the on-going quarter. These courses often arise from popular demand and include everything from belly dancing to business machines.

In addition, the ACCESS program allows people the opportunity to take selected credit courses on a non-credit basis. Thus people in the community can take a wide range of regular academic courses without being admitted to the University.

Many of these courses offer the Continuing Education Unit (CEU), a nationally recognized measure of accomplishment in non-credit educational endeavors.

For both workshops and conferences, the Division utilizes the many resources of the University and the surrounding community to accommodate almost any kind and size of group.

For more information about the Division of Continuing Education, call 672-3100.

KENTUCKY

COLLEGE OF LIBRARY SCIENCE

PROGRAMS AND COURSE DESCRIPTIONS

The College of Library Science

The present College of Library Science began in 1933 as the Department of Library Science. Prior to that time some courses in library science were being offered as early as 1918. On July 1, 1968, the department was reorganized into the School of Library Science, and on July 1, 1970, the School became the College of Library Science for purposes of university-wide uniformity. It is one of 58 library school programs in the United States and Canada accredited by the American Library Association.

Purposes of the College of Library Science are:

1. To provide students of librarianship with the basic knowledge and skills required to function effectively in beginning professional positions in various types of libraries.*
2. To contribute to the advance of both the theory and practice of librarianship through systematic and continuing research and publication.
3. To provide continuing public service to individuals, libraries, professional organizations and related institutions to the end of promoting effective and efficient library service.

The instructional program is structured in a manner which recognizes the needs of libraries and the profession and at the same time retains a degree of flexibility which provides students the opportunity to design programs of study tailored to their individual needs and interests.

The College of Library Science maintains flexibility and openness to change by means of participation of faculty, students, and administration in the decision-making process. The student body, numbering about 150 graduate students, each year elects a Student Committee to represent them in all deliberations of the College of Library Science. Students have voting privileges on all committees within the College as well as its faculty meetings, thus sharing significantly in the development of the College. Students also elect a representative to the University Senate each year. The Student Committee participates in orientation programs, publishes a newsletter, and sponsors social activities throughout the year. The diversity of the students, in terms of geography (half from outside of Kentucky), interests and backgrounds, help to create an atmosphere where change and improvement in the program can occur.

* The term library is broadly interpreted to include those social institutions whose primary function includes the acquisition, organization, retrieval and dissemination of records of human discourse in all its varying forms (including libraries of different types, media centers, information centers, and information analysis centers).

Facilities

Offices of the library science faculty and staff are located on the fourth floor of the Patterson Office Tower and classes are held in White Hall Classroom Building and other nearby classrooms. A cataloging lab and a media lab are also located there along with the library science reading room, containing current library periodicals, indexes, pamphlets, and report literature. A coffee room serves as a gathering point for library students and faculty.

The libraries of the University, M. I. King and the branch libraries, constitute the major "laboratory" facility for library science students. They are supplemented by other libraries in the area including those in Lexington Theological Seminary, a Veteran's Administration Hospital, a U.S. Public Health Clinical Research Center, the Lexington Public Library, several nearby public regional libraries and the State Department of Libraries in Frankfort.

Colloquium Series

A Colloquium Series brings to the campus outstanding librarians, authors, publishers and other authorities from throughout the country. Field trips to libraries are arranged as part of course requirements and as voluntary visits. Students in the College of Library Science are encouraged to attend meetings of local, state, regional and national library associations.

Placement

Job placement facilities are available in the University Placement Service and Library Science students are encouraged to register in this office. The College of

Library Science is at all times vitally interested in the placement of its students. A Library Science student assistant serves as liaison between the Placement Service and the College of Library Science. Special bulletin boards in the College of Library Science office area and reading room area serve as locations for work opportunities being posted throughout the year.

Alumni

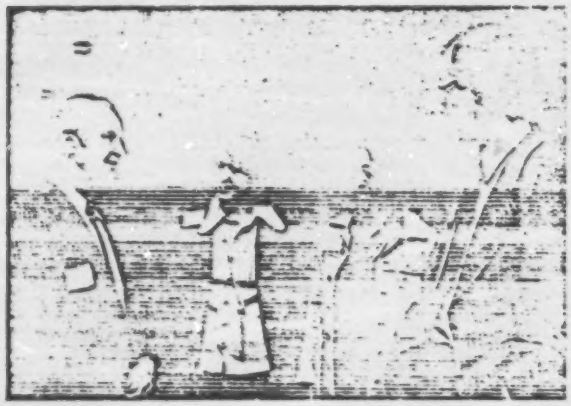
There are approximately 1500 graduates of the College of Library Science and many of these hold important positions in libraries throughout the world. A Newsletter is published twice each year by the College for distribution to alumni and other interested parties.

Continuing Education and Extension

The College of Library Science offers a variety of courses through the Extension Division of the University both on campus in the Evening class program and off-campus sites throughout the state. Some introductory courses as well as some advanced courses are offered at these locations. All extension courses are considered equivalent to corresponding courses offered at the Lexington campus effective January 1, 1975. The College feels that these are a vital part of its attempt to offer library education to beginning students and to practicing librarians throughout the state.

In addition to those formally organized courses the College also sponsors institutes at various locations in the state for academic, school and public librarians. These institutes provide valuable updating of information about the field. The College sponsors, for example, an annual workshop for school librarians on the University campus.

In 1973 a full-time position, Director of the Office of Continuing Education, was created in the College. The primary function of this office is the provision of educational experiences to update librarians in the Commonwealth of Kentucky. The position is co-sponsored and financed by the State Department of Library and Archives.



Admission, Requirements & Procedures

Applicants are urged to read the Bulletin of The Graduate School for detailed information on general requirements and procedures which apply to the College of Library Science academic program.

Each student has a College of Library Science faculty member assigned to him as an adviser for counsel and guidance. Adviser assignment is based whenever possible on student preference.

Admission

A basic requirement for admission to the program is a baccalaureate degree from an accredited institution with an undergraduate grade-point average with at least 2.75 on a 4.0 scale. In addition, the applicant must present Graduate Record Examination scores on the aptitude sections (verbal and quantitative) with a combined total of at least 900.

The Graduate Record Examination is offered on most universities and many college campuses across the nation several times each year. Students wishing to take the examination at the University of Kentucky should register through the Testing Office of the University.

Applicants not meeting the GPA or GRE standard cited above may be granted admission to the program on the basis of a number of important related factors including: a high grade-point average compensating for an inadequate GRE score or vice versa; personal references; a personal interview; previous work experience; the subject background of applicant (including graduate work); or demonstration of progressive improvement of academic achievement.

Students are urged not to major in library science as undergraduates, rather they are encouraged to concentrate on other subject majors and obtain a broad liberal arts background. Students with many undergraduate library science courses do not repeat similar courses in the graduate program and may be encouraged to take graduate courses in non-library science areas to strengthen their subject competencies. Application for admission into the program should be made to The Graduate School. Admission forms may be obtained from The Graduate School, University of Kentucky. The College of Library Science requires three letters of recommendation for admission; these should be sent to the College. Early application is encouraged to allow for any delays. Library Science students may enroll only in fall and summer terms. Upon acceptance the student will be sent a letter of notification from The Graduate School. This letter reflects a decision reached jointly by both The Graduate School and the College of Library Science.

The Graduate School application and two copies of all official transcripts must be returned to The Graduate School no later than 30 days prior to the opening of the term in which the student wishes to enroll.

Previous students must also apply for re-admission if they were not enrolled during the semester prior to that for which admittance is sought (or if for a summer session, the previous summer session).

Degree Requirements

Degree requirements of the College are designed to be flexible enough to meet the needs of its students. Of the 36 hours required for the Master's degree three courses are required by the College of Library Science, (LS 500, Library Administration; LS 501, Introduction to Cataloging and Classification; LS 502, Reference and Information Services). The remaining nine courses are electives. Every student, then, has the freedom of designing his own program in consultation with his adviser.

Completion of 36 hours of course work with an average grade of B or above together with the satisfactory completion of the comprehensive examination is the general requirement. The nature and structure of the Degree requirements are listed below.

Total number of credit hours required for Master's	36
Minimum number of graduate credit hours required for Master's	30

Minimum number of credit hours *in Library Science* required for Master's	27 cr.
—15 credit hours must be selected from 600 level courses	
—The core requirements must be met (9 credit hours)	
Maximum number of cognate (non-library science) credit hours which may be applied to the requirements of the Master's	9 cr.
Maximum number of credit hours which may be transferred into the Master's degree program*	12 cr.
—Core credits (courses must be equivalent to LS 500, LS 501, LS 502)	6 Maximum
—Graduate credits	9 Maximum

* Twelve credit hours is the maximum total number of hours that may be brought into the program from outside whether they be core credits or graduate credits; if the courses are graduate courses they may not have been applied toward another degree, and they must have been taken when the student was enrolled in a graduate program.

The Master's program in library science leads to an MSLS or a MA degree. Thirty-six hours must be completed by maintaining an average of B or better, and no more than two grades of C or lower may be balanced by grades of A.

Because of the flexibility of the program, the advisory system of the College has been designed to insure careful program planning. During the first term or semester new students are scheduled to meet with their faculty advisers to plan an overall program of study.

Grades

The grading of graduate library students is done according to the following scale.

A—high achievement	4	grade points per credit
B—satisfactory achievement	3	grade points per credit
C—minimum passing grade	2	grade points per credit
E—failure	0	grade points per credit
I—incomplete		See explanation below

The grade of I (incomplete) may be assigned to a graduate student if a part of the work of a course remains undone and there is a reasonable possibility that a passing grade will result from completion of the work.

Student Course Load

The total term load of a student is the sum of all credits and credit equivalents being carried. The normal load of a graduate student during any semester is 12 credit hours or equivalent and under no circumstances may it exceed 15 credit hours or equivalent. In the summer session the normal load is six credit hours and the maximum nine. The maximum load in the intersession is three hours.

No course or equivalent credit may be given for graduate study completed more than eight years prior to the end of the semester at which the student expects to receive his degree, unless such credit or equivalent is specifically validated by the Graduate Council on written recommendation of the appropriate director of graduate study. No course or equivalent credit may be validated in this manner if completed more than 12 years prior to the end of the semester in which the student expects to receive his degree.

The M.S. in Library Science

		Crs
Required Courses:		9
LS 500	Library Administration	3
LS 501	Introduction to Cataloging and Classification	3
LS 502	Reference and Information Services	3
Electives (to be agreed upon jointly by the adviser and the student)		27
	Required Credit Hours Total	36

The M.A.

Required Courses:		15
LS 500	Library Administration	3
LS 501	Introduction to Cataloging and Classification	3
LS 502	Reference and Information Services	3
Cognate Courses (subject area courses outside library science)		6
Other Requirements:		
M.A., Plan A—Thesis		6
M.A., Plan B—Course work in lieu of Thesis (Advanced bibliography or technical services)		6
Modern Foreign Language Proficiency		
Electives (to be agreed upon jointly by the adviser and the student)		15
	Required Credit Hours Total	36

Modern Foreign Language Requirement for M.A. degree—reading proficiency in French, German, Russian or Spanish (one required). Another language may be substituted with the approval of the College of Library Science and The Graduate School. This requirement may be satisfied by one of three methods:

1. By special examination.
2. By successful completion of a non-credit, one semester course in a foreign language at the University of Kentucky, or

3. By having completed the undergraduate language requirement at the University of Kentucky with a B average.

Transfer of Credit

A maximum of 12 credit hours may be transferred and applied to the 36 hour degree requirement of the Master's program, with the approval of the Educational Council of the College of Library Science and The Graduate School. These 12 hours may consist of a combination of credits received for courses which are equivalent to LS 500, LS 501, LS 502 (maximum 6 cr.), or graduate credits (maximum of 9 cr.). If the courses are graduate courses, they must have been taken when the student was enrolled in a graduate program and they must not have been applied toward another degree.

The transfer of credit will be considered after the student has enrolled at the University of Kentucky. The College provides petition forms for requesting the transfer which are submitted to the Educational Council of the College and The Graduate School for approval. The courses should be directly related to the student's program of study. The decision of the Educational Council, to approve the transfer of credit, is based upon existing regulations of the University *and* the degree to which the courses support the student's expressed professional interests and goals.

Unclassified Students

It is possible for a student to register as an "unclassified" student in The Graduate School and take certain library science courses. Should that student later be admitted to the College of Library Science, he may bring in up to a maximum of 12 hours of his work taken as an "unclassified" student. Students seeking "unclassified" status should apply to The Graduate School, University of Kentucky. "Unclassified" graduate students seeking advice about courses in the College of Library Science should contact the Assistant Dean of the College.

Undergraduates

The College of Library Science does not offer any formal program of study on the undergraduate level. Students who are registered as undergraduates at the University of Kentucky may take library science courses at the 500 level as a general minor or as meeting the requirements for certification in Kentucky as a school librarian. Those students who are not working toward certification are encouraged not to take more than six credit hours of the 500 level core courses in library science if they plan to enter the College of Library Science.

Certification for School Media Personnel

Requirements for certification in school media centers vary from state to state, but may normally be met within the MSLS curriculum provided the program is planned accordingly.

Kentucky certification requirements are in the process of revision and students who wish to pursue a school media specialization should confer with their adviser.

Fee Regulations

Students enrolling after the regular registration period will be charged an additional fee of $20.

A student who officially withdraws from the University after registration but before the middle of the term, may, upon presentation to the Registrar's Office of official withdrawal evidence—student records and identification card—be refunded one-half of the fees paid for the term. If the withdrawal occurs after the middle of the term, no refund will be given

Fees change periodically. Students should see The Graduate School Bulletin for up-to-date fee schedules.

UNIVERSITY OF KENTUCKY

Fees at the College of Library Science, University of Kentucky as of February, 1976:

	Resident	Non-resident	
Fall and Spring Semesters Graduate--Full time	$265.00	$630.00	
Graduate--Part time	30.00	70.00	(per credit hour)
Intersession (mid-May to mid-June)	30.00	69.00	
Summer Semester (8-week session) Graduate--Full time	$149.75	$345.00	
Graduate--Part time	30.00	69.00	(per credit hour)

A full time load is nine hours or more for fall and spring, three for intersession, and six or more for summer.

All in-state (resident) students, including those on scholarships or assistantships, pay in-state (resident) fees. Out-of-state (non-resident) students receiving scholarships or assistantships are also awarded a scholarship for part or all of the out-of-state (non-resident) portion of their fees.

We have been notified by the Southern Regional Education Board that residents of Arkansas, Georgia, Virginia, and West Virginia may now attend the College of Library Science, University of Kentucky and pay no out-of-state (non-resident) fees. This opportunity is a part of the Academic Common Market, a program of the Regional Board. The admission process is the same as in the past; the only added step is that after admission the student needs to certify his or her residence in one of the cooperating states. We will be glad to furnish details upon request.

ERRATA: Page 32 The Graduate School has (since the printing of our Bulletin) stopped using reference forms mentioned in item 19. Please ask your references to send their letters to:

Director of Graduate Studies
College of Library Science
Room 471, Patterson Office Tower
University of Kentucky
Lexington, KY 40506
USA

UNIVERSITY OF KENTUCKY

Course Descriptions

Introductory Courses (Required)

LS 500 *Library Administration* (3)
An introduction to administrative theory and principles as it applies to the organization and operation of libraries. Emphasis is placed on planning, organization, staffing, direction and control, public relations, and finance. Serves as a foundation for other more specialized courses in particular types of libraries.

LS 501 *Introduction to Cataloging and Classification* (3)
An introduction to the principles and methods of cataloging and classifying library materials. Provides practice in bibliographical description and subject analysis.

LS 502 *Reference and Information Services* (3)
An introduction to reference services, activities, and functions. Emphasis will also be placed upon essential reference materials, including encyclopedias, dictionaries, atlases, yearbooks, indexes, and other guides to sources of information.

Electives

LS 503 *Selection and Acquisition of Library Materials* (3)
Principles governing the selection, procurement, and maintenance of library collections. Emphasis will be placed on selection aids for library materials, the publication and marketing of books and other media, the organization of acquisitions work in libraries, and the use of national and trade bibliographies.

LS 504 *Social Foundations of Librarianship* (3)
A survey of librarianship with emphasis on the socio-historical development of libraries and their contribution to society, philosophies of library service, and the nature of the library profession.

LS 509 *Administration of School Media Centers* (3)
Leadership responsibility of the librarian in an age of changing media communication, the philosophy of the modern school and the librarian's role in implementing it, acquiring, organizing and assisting faculty in learning to use all available media. Relation of the individual school to the district materials center, type of personnel, equipment and collections needed in each.

LS 510 *Children's Literature and Related Materials* (3)
A survey of children's literature, traditional and modern. Reading and evaluation of books with emphasis on the relationship of the materials to the needs and interests of children. Covers various types of materials for use by and with children of grades 1-6.

LS 511 *Literature and Related Materials for Young People* (3)
Covers types of materials for use by and with readers of grades 7-12. Emphasis upon materials for curricular and recreational reading. Attention is given to some types of adult materials suitable for more mature students. Practice in the use of standard book selection aids.

LS 512 *School Library Practicum* (3)
Observation and supervised work in a school library, fulfilling a state requirement for certification. Applications for placement must be submitted early in the semester preceding which placement is desired.

LS 525 *Professional Field Experience* (3)
Supervised work in an actual library to provide the student with operational library experience under the direction of a practicing librarian available to a limited number and only to those without previous library experience. Ten laboratory hours per week.

LS 586 *Utilization of Educational Media* (3)
Surveys the broad area of educational media with an emphasis on utilization and the advantages and disadvantages of the various media. Provides experience in relating educational technology to productive learning activity.

LS 600 *Administrative Behavior in Library Management* (3)
An emphasis upon human behavior in library administration including an understanding of group process, interpersonal relationships, communications, motivation, leadership and developing an awareness of self in the administrative process. Prereq: LS 500.

LS 601 *Advanced Cataloging and Classification* (3)
An advanced study of the principles and methods of cataloging and classification. Emphasis is placed on descriptive cataloging, subject cataloging, and classification. Provides practice in the use of the *Anglo-American Cataloging Rules*, the Library of Congress Subject Headings, and the unabridged Dewey Decimal Classification scheme. Prereq: LS 501.

LS 602 *Bibliography of Social Sciences* (3)
Survey and evaluation of library materials in the social sciences with emphasis on reference and bibliographical sources in the following areas: anthropology, business, economics, education, geography, history, law, political science, psychology, sociology, and other closely related subjects. Prereq: LS 502.

LS 603 *Bibliography of the Humanities* (3)
Survey and evaluation of library materials in the humanities, with emphasis on reference and bibliographical sources in the following areas: the arts, language, literature, music, philosophy, religion and other closely related subjects. Prereq: LS 502.

LS 604 *Bibliography of Science* (3)
A survey and evaluation of library materials in the sciences with emphasis on reference and bibliographical sources in the following areas: agriculture, astronomy, biology, chemistry, mathematics, natural resources, zoology, and other closely related material. Prereq: LS 502.

LS 605 *Introduction to Information Science* (3)
Introduction to major areas of information science and technology. Consideration is given to the nature of information science and technology as a field of study, the analysis and design of information systems, basic computer systems, and specific components of information storage and retrieval systems. (Same as CMO 605.)

LS 606 *Automation and the Library* (3)
Introduction to the theory and practice of automation and its implication and application to libraries. A survey and evaluation of electronic and other automated systems for document processing in libraries. Prereq: LS 605 or consent of instructor.

LS 608 *Methods of Research in Librarianship* (3)
Basic tools, techniques and methods of library research. Consideration to the role and purpose of research in librarianship and relationship to research in other fields. Critical evaluation of current research reports in library literature and the development of a research proposal.

LS 609 *Public Libraries* (3)
An analysis of public library objectives and of the services provided and techniques employed to achieve them. Some attention is given to special problems of public library management and to trends in public library development. Prereq: LS 500.

LS 610 *Academic Libraries* (3)
History, aims and functions of university and college libraries including organization, collection building and evaluation, finance and personnel. Recent trends in national and regional cooperation. Undergraduate libraries, community colleges and the "library college" will also be reviewed. Prereq: LS 500.

LS 611 *Scientific and Technical Libraries* (3)
A survey of the development, organization, and administration of scientific and technical libraries, information centers, information analysis centers and national systems which support scientific, business, and technological activities. Prereq: LS 500.

LS 613 *Library Systems Analysis* (3)
Role of systems analysis in libraries with emphasis on the analysis, design, and implementation of library systems. The application of tools and techniques used in systems analysis, such as flow charting, data gathering techniques. An introduction to electronic data processing and statistical evaluation methods. Prereq: LS 605.

LS 614 *Information Storage and Retrieval Systems* (3)
Investigates the flow of information through information storage and retrieval system; abstracting, indexing, file organization, storage, search strategy, dissemination of information and its utilization. Consideration will also be given to special problems of vocabulary control, semantic and syntactic controls, determination of user requirements and the evaluation of in system performance. (Same as CMO 614.) Prereq: LS 605 or consent of instructor.

LS 617 *History of Books and Printing to 1800* (3)
The making of books from earliest times to the end of the 18th Century, including the manuscript book, the invention and spread of printing, type design, methods and styles of illustration. Technological, economic and political aspects will also be emphasized.

LS 618 *Reading Interest of Adults* (3)
A study of the research on adult reading interests and habits in relationship to organizing library services and materials for adults. Problems such as adult illiteracy and censorship are also discussed.

LS 619 *Collection Development in Academic Libraries* (3)
This course deals with many phases of collection building ranging from the historical and theoretical to the very pragmatic. Topics covered include: establishment of institutional policies, methods of evaluating collections, cooperative acquisitions plans, the international book trade, and problems of book selection and acquisition. Prereq: LS 502.

LS 620 *Rare Books Bibliography* (3)
Introduction to descriptive bibliography and to a wide range of bibliographic reference works necessary for a modern special collections or rare book librarian. Topics include incunabula research, paper and watermarks, the canons of description, and recent trends in institutional collections. Prereq: LS 502 and LS 617 or consent of instructor.

LS 621 *Special Collections* (3)
The acquiring, processing and servicing of rare books, manuscripts and other special materials. Attention is given to the criteria for building a collection and for its interpretation through descriptive guides and catalogs, and to the relation of the special collection department to the research worker and the library as a whole. Prereq: LS 502 and either LS 620 or LS 603 or consent of instructor.

LS 623 *Subject Bibliography* (3)
An evaluation of library resources in various subject fields with emphasis on characteristics of subject literatures, problems of use, and bibliographical control and organization. Subject areas may vary according to student interests. May be repeated for credit when topics vary to maximum of six hours. Prereq: LS 502 and either LS 602, LS 603, or consent of the instructor.

LS 624 *Library of Congress Classification* (3)
An intensive study of the development and application of the Library of Congress Classification system. Other modern library classification schemes are included for comparative purposes. Also includes advanced descriptive cataloging, especially serials cataloging. Prereq: LS 501, 601.

LS 625 *History of Books and Printing 1800 to the Present* (3)
The history of printing technology, publishing and bookselling since the French Revolution, focusing on the rise of a mass reading public in the 19th Century. Book design and illustration will be considered as reflections of changing artistic fashion under such headings as—Victorian Medievalism, Art Nouveau, Dada and "Concrete Poetry."

LS 626 *Government Publications*
Study of the nature and scope of government documents, including problems and methods of acquisition, organization, and reference use of federal, state, local and international publications. Prereq: LS 502 or equivalent.

LS 627 *History of Libraries* (3)
Development of libraries from earliest times to the present with special reference to the relationship of the library to the contemporary social, economic, cultural and political trends.

LS 628 *Library Buildings* (3)
Relationship between physical structure and library function; problems in planning and building procedures, library equipment, acoustics, illumination, and materials of construction. Prereq: LS 500.

LS 630 *Creative Library Programs for Children* (3)
A study of the oral tradition and its place in the cultural heritage of today including an introduction to the principles of storytelling, selection of stories, program planning, and development of creative visual forms. Prereq: LS 510.

LS 635 *Current Problems in School Libraries* (3)
An intensive study of the role of the library-media center in the modern school with emphasis upon research and contemporary problems in the field. Prereq: School library experience.

LS 640 *Medical Librarianship* (3)
Emphasis is on introducing the student both to the basic bibliographic tools—indexes, abstracts, basic texts, etc.—used in the health sciences as well as to those administrative and technical problems peculiar to a health sciences library environment. A practical approach to such problems is emphasized in class lectures and seminars. Prereq: LS 502 and LS 604 or consent of instructor. (The course LS 640—Medical Librarianship is certified by the Medical Library Association as meet-

ing their standards for preparation of students to work in medical libraries.)

LS 641 *Law Librarianship* (3)
A study of the materials of legal research and reference work. Emphasis is placed on the methods of effective research and the actual use of legal materials in the solution of practical reference problems. The selection, cataloging, classification, and storage of materials in a law collection are considered. The specialized requirements of law librarianship and law library administration are treated. Prereq: LS 502 and LS 602 or consent of the instructor.

LS 687 *Non-Book Materials* (3)
The function, evaluation, selection, acquisition, preparation for use, and preservation of non-book materials in the library program. Prereq: LS 501, 502 or equivalents.

LS 690 *Special Topics in Librarianship* (3)
Intensive study of one aspect of librarianship under the leadership of an authority in the area. Field work may be incorporated. May be repeated for credit when topics vary to maximum of six hours.

LS 695 *Independent Study in Library Science* (3)
Opportunity for directed study in subject or problems of interest to a student. Observation and research is required, and a written report describing the work accomplished is required. May be repeated to a maximum of six hours.

It's either 364.15397647 or 360

If I get one more "see also" . . .

KENTUCKY

COLLEGE OF LIBRARY SCIENCE

FACULTY SPECIALIZATIONS

FACULTY SPECIALIZATION

UNIVERSITY OF KENTUCKY

NAME	RANK	SPECIALIZATION
Waldhart, Thomas J.	Acting Dean	Information Science Library Automation and Data Processing Library Organization and Administration (acad.) Research Methods in Librarianship Education for Librarianship
Sodt, James D.	Assistant Dean Asst. Prof.	Information Science Library Organization and Administration Communication of Knowledge and Ideas Communications
Nelson, James A.	Director Continuing Education	
Allen, Lawrence A.	Prof.	Library Organization and Administration Communication of Knowledge and Ideas Research Methods in Librarianship Education for Librarianship
Cazden, Robert E.	Assoc. Prof.	Communication of Knowledge and Ideas Book Selection and Acquisitions Bibliography (hum.) Special Literatures and Materials (rare books) History of Books, Printing and Libraries
Chan, Lois M.	Assoc. Prof.	Theory of Classification Technical Services Book Selections and Acquisitions Special Literatures and Materials (ser.)

Faculty Specialization
University of Kentucky

NAME	RANK	SPECIALIZATION
Cveljo, Katherine	Asst. Prof.	Library Organization and Administration (spec.) Bibliography (soc. sci., sci./tech., bus.) History of Books, Printing and Libraries Research Methods in Librarianship
DuMont, Rosemary	Asst. Prof.	The Library As a Social Organization Library Organization and Administration (special) Education for Librarianship
Harris, Michael H.	Assoc. Prof.	The Library As a Social Organization Communication and Knowledge of Ideas History of Books, Printing and Libraries Research Methods in Librarianship
McConnell, Anne Y.	Asst. Prof.	Library Organization and Administration (schl); Book Selection and Acquisitions Materials and Services for Children Materials and Services for Young Adults
Rogers, JoAnn	Asst. Prof.	Library Organization and Administration (schl.) Special Literatures and Materials (multi-media)
Terhune, Joy H.	Assoc. Prof.	Library Organization and Administration (schl.) Book Selection and Acquisitions Materials and Services for Children Materials and Services for Young Adults Adult Reading Guidance and Materials

Faculty Specialization
University of Kentucky

NAME	RANK	SPECIALIZATION
Weigand, Wayne	Asst. Prof.	The Library As a Social Organization Library Organization and Administration (acad.) Reference Bibliography Bibliography by Subject History of Books, Printing and Libraries
Binger, Jane F.	Lec. (PT)	Materials and Services for Children
Bissmeyer, Ollie	Lec. (PT)	Special Literatures and Materials (multi-media)
Gallagher, Carol T.	Lec. (PT)	Cataloging and Classification Materials and Services for Children Materials and Services for Young Adults
Hamlin, Omer	Lec. (PT)	Bibliography (med.)
James, William	Lec. (PT)	Library Organization and Administration (law) Special Literatures and Materials (gov. pubs.)
Harrelson, Larry	Lec. (PT)	Library Organization and Administration Reference Bibliography
King, Leland	Lec. (PT)	Library Buildings
Petty, Bruce	Lec. (PT)	Special Literatures and Materials (multi-media)
Willis, Paul A.	Lec. (PT)	Library Organization and Administration (law) Special Literatures and Materials (gov. pubs.)
Little, Nancy S.	Lec. (SS)	Book Selection and Acquisitions Materials and Services for Children Materials and Services for Young Adults
Timm, Ivan	Lec. (SS)	Cataloging and Classification

KENTUCKY

COLLEGE OF LIBRARY SCIENCE

SUPPORTING DOCUMENTS

PROGRAM DOCUMENT

OFFICE FOR CONTINUING EDUCATION

College of Library Science
University of Kentucky

Submitted to The

KENTUCKY DEPARTMENT OF LIBRARY AND ARCHIVES

Charles F. Hinds

State Librarian

STATEMENT OF NEED

Kentucky's library and information service personnel have ongoing needs for an educational delivery system to keep them updated on new developments in their profession, to train them in new techniques and skills applicable to their jobs, to train them for new functions or positions which they may lack training for and to provide access to educational opportunities which will assist them in gaining and maintaining certification status as required by the appropriate certifying bodies in the Commonwealth. Since most library and information service personnel cannot leave their jobs for the purpose of gaining access to formal educational opportunities and since most of the existing formal education courses are not designed for the practitioner but rather for the student before entering the profession, a non-traditional educational system is needed to serve the working librarian and information specialist.

A growing national trend in the development of continuing education for librarians and information service personnel indicates the realization of a need for non-traditional education delivery systems. In Kentucky there have been various programs and projects designed to meet this need for the Commonwealth, but there has not been a concerted statewide effort to support and strengthen these efforts because of the lack of any statewide responsibility for the continuing education of all library personnel. In an attempt to

meet the need for statewide responsibility in coordinating and strengthening continuing library education, the Kentucky Department of Library and Archives has combined with the College of Library Science at the University of Kentucky to jointly establish the first full-time Office for Continuing Education in any accredited library school in the country.

It is appropriate for the State Library and the University to enter into this cooperative agreement since both have statewide responsibilities: the State Library through its library development and interlibrary cooperation programs and the University through its service programs. The establishment of a cooperative continuing education program through joint sponsorship should ultimately help to improve the delivery of library and information services to the people of the Commonwealth and thereby make an impact on the conduct and quality of life in the State of Kentucky.

THE PROGRAM: Introduction

The statewide program being developed through the OCE is designed on the basis of a series of broad and operational objectives which attempt to meet the continuing education needs of Kentucky library and information service personnel; to coordinate with existing agencies, institutions and organizations involved with the delivery of continuing library education; to utilize existing resources; and, to create new resources and opportunities for continuing library education. These objectives provide the

framework for designing projects which will be the vehicles through which the OCE will reach towards its goal.

The framework for developing the statewide program is outlined in the following program sections and project descriptions are listed separately. Attached to the narrative of this proposal is a section giving milestone and quantitative measures of the projects to be undertaken as part of the statewide program and overall evaluations of the program will be attached as they are completed. Under the initial terms of the agreement between the University and the State Library, the first overall evaluation will occur at the end of the third year (1976). At this time, an assessment will be made about the effectiveness of the OCE and recommendations will be made as to what future steps should be taken in its operation. Frequency of overall evaluations should be determined at this time.

THE PROGRAM: Goal

The Office for Continuing Education will strive to help Kentucky library personnel understand and articulate their own continuing education needs and generate the means for meeting these needs--

Implied in this goal is the concept that the Office for Continuing Education will serve a facilitating function. This goal supports a commitment to the idea that people will best "self-actualize" through an educational system growing from the individual's own understanding of her or his needs and generating the educational program from the motivation of wanting to meet these needs.

If Kentucky can grow a self-generating program for continuing library education, it will stand a better chance of survival than would an imposed system. Research in adult education points to the success of programs designed by the participants to meet their own needs, and the Office for Continuing Education will strive to incorporate this concept into its program by striving towards this goal.

THE PROGRAM: Broad Objectives

I. *To support and strengthen the present substance of continuing library education in Kentucky*--There have been and continue to be continuing education activities sponsored by other library-oriented agencies, institutions and organizations in the Commonwealth. The purpose of this objective is to emphasize that the OCE will assist these other programs in their delivery of educational activities for Kentucky librarians.

II. *To help develop the future form of statewide continuing education for library personnel in Kentucky*--As the Office for Continuing Education works on a statewide program, there will be a need for some kind of statewide decision making and coordinating structure to assure continuity and reinforcement of the variety of educational opportunities available for Kentucky librarians. The purpose of this objective is to focus on building a framework for developing this statewide structure in the future.

THE PROGRAM: Operational Objectives

In order to implement the concepts embodied in the broad objectives of the Office for Continuing Education, a series of more distinct and measurable objectives have been designed. These operational objectives have been designed to give direction to individual projects which are the visible part of the OCE program. Since the objectives and their accompanying projects often will touch on both the "substance" and "form" concepts, they are listed separately from the two broad objectives. The broad objective aimed for appears in parentheses at the end of each operational objective statement.

I. Communication: *To help develop an effective communication system among those agencies, institutions, organizations and individuals concerned with continuing library education in Kentucky, the Southeast and nationally.* (Present substance and future form objectives)

It is essential that we develop a communications network in the state and connect it to external sources which will keep all concerned with continuing education for library personnel informed of relevant news and activities. Since this is a state program, the focus of the network will have to be on that news and those activities primarily of interest to Kentucky library personnel, but the Office for Continuing Education will link continuing education in the Commonwealth to what is happening in other states through a clearinghouse function. Communications need to be on

an organized systematic functional level as well as an informal level of simply keeping touch with the various agencies, organizations, institutions and individuals in the state.

II. Role Definition: *To help define the roles of respective agencies, institutions and organizations in the statewide continuing education program for library personnel in Kentucky.* (Future form objective)

In a statewide program it is necessary for all participants or potential participants to come to some understanding of what their roles in the program are. For this continuing education program, it means that the educational institutions involved in library education, the state professional library association, the state and local library agencies and the Office for Continuing Education should come to an agreed-upon understanding of what each of their roles will be in a statewide program for continuing library education. As part of its coordinating role envisioned in the establishment of the Office for Continuing Education, this office will work with other agencies, institutions and organizations in exploring what the roles might be, both in the context of self-perception and in the relationship to others involved in this program.

III. Needs Assessment: *To develop an ongoing systematic means for assessing the continuing education needs of library personnel in Kentucky.* (Future form and present substance objectives)

It is unrealistic to assume that any means for needs assessment can remain static and still be effective. It is therefore incumbent on the Office for Continuing Education to work with those

agencies, institutions and organizations involved in or interested in continuing education for libraries in developing an ongoing system of assessing continuing library education needs in the state. This system must be tied into the communications function of the statewide program so that the information produced can be effectively disseminated to those who can utilize it in planning their own continuing education programs.

IV. Decision-Making Process: *To help develop a decision-making structure for statewide continuing education for library personnel in Kentucky.* (Future form objective)

In any statewide program there are many people and interests involved in the process of deciding what the priorities are: administrators, employees, educators and even the general public. In order to channel the flow of needs and wants generated by these people, there should be some kind of decision-making structure which will direct the priorities of the continuing education programs in the state. Not all of the decisions can be made by one person, agency, institution or organization, but there should be some means for cooperative decision making. The Office for Continuing Education will attempt to work with other agencies, institutions and organizations in the state to develop this function.

V. Resources: *To improve the availability and accessibility of resources to support continuing education activities for library personnel in Kentucky.* (Present substance and future form objectives)

As continuing library education grows on a statewide level, there will be a need for greater access to human and material

resources to support the program. This means developing a system for identifying and locating potential "faculty" or resource people who would be available to support the educational activities as well as contributing to the development and accessibility of educational materials. The Office for Continuing Education will work with other institutions, agencies and organizations in meeting this objective both with regard to their needs and to their potential for generating resources for the statewide effort.

VI. Joint Training: *To integrate library continuing education with continuing education in related service areas.* (Future form objective)

The flexibility of continuing education activities allows for joint training programs with other related service agencies or organizations to increase a broader understanding of integrated community services and what roles libraries can play in the community. This means that librarians will not always be involved with continuing education activities which are limited to library personnel as participants. The Office for Continuing Education will work with individuals, institutions, agencies and organizations other than those representing library interests directly to increase the cooperative and coordinating function of continuing education programs for library personnel.

VII. Educational Activities: *To plan, implement and evaluate continuing education activities not already being met by other agencies, institutions and organizations in the state.* (Future form objective)

The Office for Continuing Education will initiate its own continuing education activities for library personnel in areas of

need where the already existing program activities are not meeting needs. In each case, the Director of the Office for Continuing Education will work through a planning committee to help plan and organize activities.

VIII. Evaluation: *To develop some ongoing means for evaluating the continuing education program for library personnel in Kentucky.* (Future form objective)

There needs to be some means for determining what works and what does not work in the continuing education program for library personnel for decision-making purposes. The evaluation process should consider techniques methodology and resources in judging what seems to work the best and what may not be useful in the continuing education program for library personnel.

The statewide program will be evaluated in 1976 and then on a more regular basis agreed to by the funding bodies after this date.

MICHIGAN

SCHOOL OF LIBRARY SCIENCE

PROGRAM AND COURSE DESCRIPTIONS

In order to achieve these objectives, the School of Library Science seeks to attract and select those students whose educational backgrounds and personalities equip them for promising careers in librarianship.

Admission Procedure for the Master's Degree Program

Students beginning the program for the A.M.L.S. degree may enter in either the fall term or in the summer half term. In keeping with University practice and policy, sex, religions, race, physical disability, creed, color, and age play no role in the consideration of applicants for admission to the A.M.L.S. degree program.

The School requires the submission of a personal questionnaire, plus three letters of recommendation (on forms supplied). These materials may be obtained by writing to the School of Library Science, not to the Graduate School.

In addition, it is necessary to submit an application for admission to the Graduate School. The School of Library Science will make every effort to send the Graduate School application along with its own admission materials. If, however, the student does not receive a Graduate School application from the School of Library Science, a request should be directed to the Dean, Horace H. Rackham School of Graduate Studies.

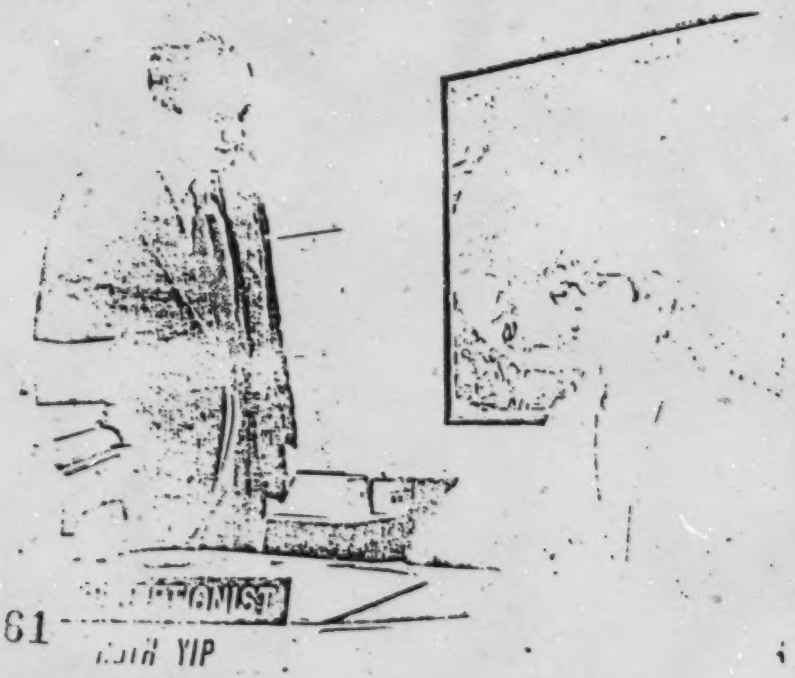
Applications and supporting transcripts should be received in the Graduate School by the following dates: for fall term, Jul[illegible] ... May 15. One official transcript from each institution [illegible] transcripts must be forwarded directly from the institution to the Graduate School. They should not be sent to the School of Library Science.

It is highly advisable to have credentials and applications on file before these dates, as enrollment in the Graduate School is limited, and as applications for the School of Library Science exceed the number of qualified students who can be admitted. Consideration of applications for library science must often be discontinued before the dates given above because the allowable number of new students is exceeded earlier.

Applicants should note the Graduate School's application brochure, *Information for Graduate Students*, for information regarding the $50, non-refundable enrollment deposit, which is required for admission in the fall term only. Of this sum, $45 will be applied to fees for the term to which the student is admitted. Failure to enroll for the term will result in the forfeiture of this deposit. Applicants should not send this deposit, however, until they receive the Graduate School's Enrollment Deposit Request Form.

Graduate students who wish to transfer to the School of Library Science from another school or department within the University are considered as new applicants; they must file a personal questionnaire and arrange for three letters of reference to be sent to the School of Library Science. These students should consult the Graduate School for appropriate transfer forms.

Incomplete Graduate School applications, as well as applications from students who do not register for the term for which they were admitted, are discarded after one year, including transcripts and other supporting documents. A new application must be submitted if a student wishes to apply at a subsequent date.



Dean Bidlack confers with the School's receptionist.

Readmission Procedure

A candidate for the A.M.L.S. degree is expected to complete all requirements for that degree within six consecutive years from the date of initial enrollment. This time limit is counted from the date a student enrolls in the program, regardless of the manner of enrollment. If a student exceeds this time limit, he/she may be required to take additional qualifying examinations or an additional amount of course work, or both. The individual must also petition both the Dean of the Graduate School and the Dean of the School of Library Science for an extension of time, giving reasons for the request along with a plan for the completion of the degree. No extension will be approved beyond ten years of one's initial enrollment in the A.M.L.S. degree program.

Admission Requirements

Regular

Applicants for the degree Master of Arts in Library Science must have a bachelor's degree from an accredited college or university and should have a grade point average of at least 3.0 (with A = 4 points; B = 3; C = 2; D = 1). *Previous*

whose program is accredited by the American Library Association. An official transcript of credits to be transferred must be on file in the office of the Graduate School.

Transfer of credit cannot be approved until the student has completed at least eight hours of work toward the A.M.L.S. degree with an average of B or higher. A formal written application for the transfer of credit must be made by the student to the Graduate School and must be approved by either the Dean or the Assistant Dean of the School of Library Science.

A combination of extension credit and credit from other schools is allowed, but the total combination cannot exceed ten hours. Courses taken in an extension center of the University prior to admission to the Graduate School can be transferred under the limitations outlined above.

Grades received in transferred courses do not affect the student's grade point average at The University of Michigan.

Professor Whitmore meets a class.

the application is filed, a new application must be submitted at the beginning of the following term. There is no diploma application fee. Candidates for the A.M.L.S. degrees are presented to the President by the Dean of the School of Library Science during the commencement exercises in May, August, and December. The Dean of the Graduate School presents the candidates for the Ph.D. degree. There are no commencement exercises at the end of the spring half term; students who complete the degree requirements in that term receive their diplomas at the end of the summer half term.

Student Fees

The following schedule of fees applies to students registered in the Graduate School in 1975–76. Fees are subject to change at any time without notice by the Regents of the University.

Half Terms

No. Hours Elected	*Michigan Resident*	*Non-Resident*
4 or more	$290	$ 752
3	226	585
2	159	415
1	92	245
Doctoral students (after admission to candidacy)	$178	

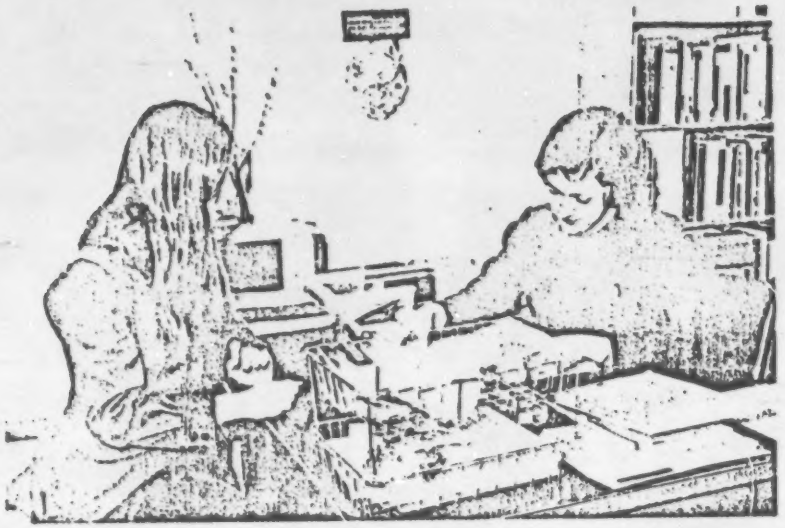
Full Term

8 or more	$580	$1,504
7	519	1,340
6	452	1,170
5	385	1,000
4	318	830
3	251	660
2	184	490
Doctoral students (after admission to candidacy)	$356	

Expenses in Addition to Tuition Fees

Housing

For the most part, graduate students live in apartments or rooms in private homes. The University cannot reserve rooms for students in private rooming houses off campus. It is strongly recommended that a personal visit to Ann Arbor be made for this purpose. The Office of Off-Campus Housing in the Student Activities Building maintains a bulletin board with an up-to-date listing of privately-owned rooms, apartments, and homes for rent in the Ann Arbor area. These listings are not available by mail since listings change from day to day. There are many apartment houses in Ann Arbor—the rental costs vary greatly, often in relationship to their distance from the campus.



Professor Magrill counsels a student.

All University housing and all housing listed by the Office of Off-Campus Housing is open to all students without regard to race, color, or creed. For information regarding University housing as well as off-campus housing, write to Mr. J. C. Feldkamp, 3011 Student Activities Building.

Residence Halls. Vera Baits Houses located on the North Campus offer graduate students four types of accommodations: singles, doubles, double suites, and triple suites. Free buses transport residents to and from Central Campus at regular intervals, eliminating the difficulties of campus parking. A single student who shares a room in a University dormitory for two and one-half terms (the normal length of time required to complete the A.M.L.S. degree on a full-time basis) is charged a total of $1,750.00 for room and board (1975–76 rate). A single student who shares a room in a dormitory on North Campus is charged $745.00 for room only for the two and one-half terms (1975–76 rate). (For further information, write to the Office of University Housing, 3011 Student Activities Building.)

Cooperative Housing. There are student-owned and operated houses in which the members do their own work to reduce costs. Further information and application forms may be secured by writing to the Personnel Chairman, Inter-cooperative Council, 2546 Student Activities Building, Ann Arbor, Michigan 48104.

Married Student Housing. Two groups of apartments for married students are operated by the University. The University rental rate varies from $120 per month for an efficiency apartment, including all utilities, to $192 for three bedrooms. These rates are, of course, subject to change. Information and applications for University apartment facilities are available from the Office of University Housing, 3011 Student Activities Building, Ann Arbor, Michigan 48104. General information regarding other accommodations for married students is

University of Michigan Chapter of the Special Libraries Association

A U-M chapter of the Special Libraries Association was formed in 1973 to enable students interested in a career in special librarianship to meet regularly as a group. Student membership entitles one to *Special Libraries*, the official journal of the Association, as well as providing an opportunity to exchange views and information among colleagues. Members have opportunity to meet special librarians from the field and thus become more closely associated with the work of the Michigan Chapter and the National Association.

Faculty-Student Committees

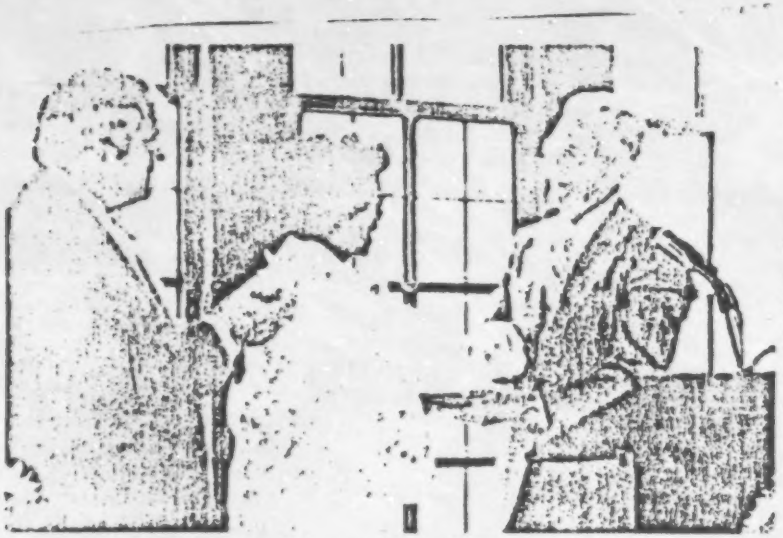
When the School of Library Science was organized in 1969, the faculty voted not to have an executive committee, but rather for the Dean to report to the Vice-President for Academic Affairs on behalf of the entire faculty and student body. The following standing committees have been formed, with membership divided equally between faculty and students: Curriculum, Student Affairs, Admissions and Scholarships, Library, Media Services, and Public Relations. The faculty as a whole consider all full-time faculty appointments while a faculty committee advises the Dean on faculty promotions and tenure. Student committees also advise the Dean on these matters.

Alumni Association

The alumni of the School of Library Science have long maintained a vital interest in the School's programs and activities. In addition to supporting the Faculty-Alumni Scholarship Fund, the Alumni Society also sponsors the annual Alumnus-in-Residence program which brings distinguished graduates to the campus for a three-day period to meet with current students. A Distinguished Alumnus Award is conferred by the School upon each alumnus chosen to participate in this program. The alumni thus honored through 1975 are: R. Kathleen Molz, David E. Kaser, Martha Boaz, F. Bernice Field, Clara S. Jones, Mary Jo Lynch, Faith T. Murdoch, Nancy E. Gwinn, Glen A. Zimmerman, Genevieve Casey, Richard L. Darling, Sister M. Claudia Carlen, Foster E. Mohrhardt, Katharine M. Stokes, and Douglas W. Bryant. Edmon Low, Jack Dalton, and Dudley Randall have received the Distinguished Alumnus Award on other occasions. Alumni gather for an annual dinner meeting at the summer conference of the American Library Association and the annual conference of the Michigan Library Association.

William Warner Bishop Lectureship

The William Warner Bishop Lectureship was established in May 1941 by alumni and former students of the University of Michigan Department of Library Science. The purpose is to provide lectures in honor of William Warner Bishop,



President Fleming congratulates the 1975 recipient of the University's Athena Award, Clara Jones, Director of the Detroit Public Library.

former chairman of the Department of Library Science and librarian of the University. The lectures are given on the Ann Arbor campus or at the alumni reunion dinner during the annual conference of the American Library Association.

DESCRIPTION OF COURSES

Following is a list of the courses in library science designed for students working toward the A.M.L.S. and Ph.D. degrees. As noted earlier, a number of these courses are required for all students on the A.M.L.S. degree program, while others are required for doctoral students. Students should choose their elective courses on the basis of the type of library career which they plan to pursue upon completion of their library education.

While the required courses, along with those elective courses for which there is a constant demand, are offered regularly, a number of the more advanced electives are given less frequently, depending upon student needs and availability of faculty. A schedule of courses to be offered in any given term is available from the School of Library Science upon request. Any course prerequisites or restrictions in the following courses appear in italics. Where no prerequisite or restriction is given, none applies. The italic number enclosed in parentheses indicates the number of semester hours credit for the course

444(Educ.D444). Teaching Role of the School Library Media Specialist. *D400 or equivalent.* **(2).**

Examines the teaching-learning functions of the media specialist, including evaluation and selection of curriculum materials, instructional design and preparation of resource units for use in elementary/secondary classrooms and media centers.

453–460. Workshop on School Library Media Problems. *(2).* **Last two weeks of the summer half term.**

A different phase of school library media service is emphasized each summer. Among the special topics considered are selection problems, planning quarters, faculty-administrative relationships, etc. It is expected that participants will bring specific problems which may be considered by the workshop group through lectures, discussions, reports, and conferences.

465(Educ.465). Literature for Children. *(2).*

Evaluation of books and other media for children aged three to twelve. Interests, needs, and abilities of children as well as literary quality of the media are considered as standards for selection are developed. Picture books, fiction, folklore, poetry, and informational media are explored.

470(Educ.D470). Literature for Young Adults. *(2).*

Interests and information needs of junior-senior high school youth, characteristics of appropriate books, periodicals and other media, and methods of encouraging young people to use these materials are explored.

500. Introduction to Communication. *(2).*

Theories of communication, the information channel, characteristics of various media, and aspects of interpersonal and group communication are explored in the context of librarianship. The course includes a workshop on the operation of A-V equipment.

501. Design and Production of Media. *Permission of instructor.* **(2).**

Principles of design and techniques which will enable the student to create media for instruction, information, and/or motivation of specific library users. Theory underlying the production of graphic materials and practice in designing and producing visual media. Laboratory fee required.

503(Mus.Hist.503). Bibliography of Music. I, II. *(3);* **III*a*, III*b*.** *(2).*

Standard reference materials in music (bibliographies, dictionaries, encyclopedias, histories, biographies, and works in special areas) with an emphasis on currently available items; designed to aid in establishing bases for selection as well as defining basic reference sources.

513. Libraries in American Society. *(2).*

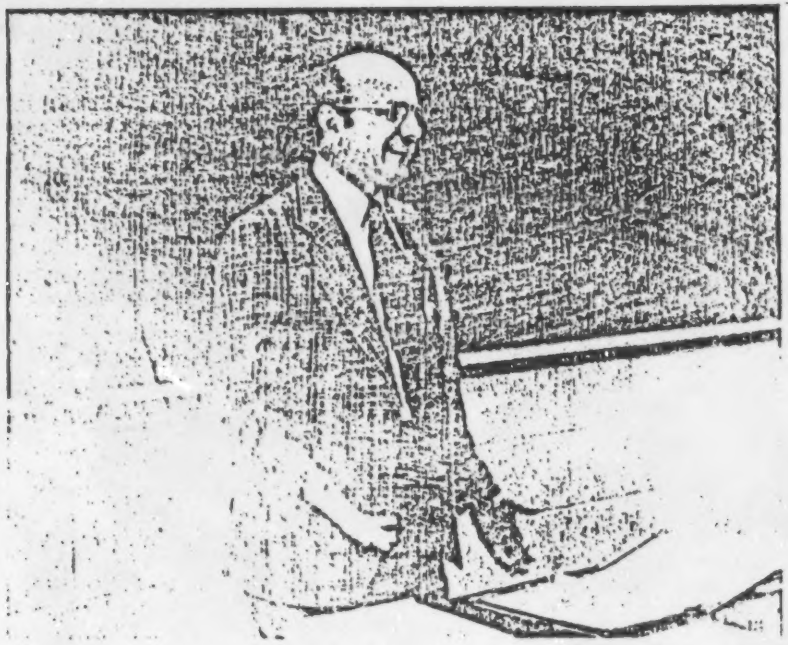
An introductory course designed for the beginning student in library science. Surveys the background, organization, and services of different types of libraries in the U.S. (academic, public, school, and special), the role of professional associations and governmental agencies, and the range of current library literature.

514. Library Administration. *(3).*

General aspects of management, including theory as it applies to library functions: planning and goal setting; organizing, staffing, and supervising; communicating and decision-making; financial administration, budgeting, and accountability. Also studied are leadership styles, changing patterns of management, and problem-solving approaches to conflict and change.

517. Cataloging and Classification. *(4).*

Cataloging principles and applications: description of library materials, their organization for service in libraries, and their subject representation in the catalog. History, principles, and techniques of the Dewey Decimal classification system.



Professor Slawens in class.

518. Advanced Cataloging. *Lib.Sci. 517. (2).*

Deals with the cataloging of maps, music, serial publications, phonorecords, microforms, and other nonbook materials.

521. Building Library Collections. *(3).*

Principles governing the building and maintenance of library collections, theoretical and practical bases for selecting materials, current and retrospective selection tools, publication and marketing of books and other materials and their procurement by libraries, national and trade bibliographies.

529. General Reference Materials. *(3).*

Study of the functions of reference service, standards for evaluating reference works, and basic reference materials including guides, encyclopedias, yearbooks, source of statistics, biographical dictionaries, bibliographies, dictionaries, handbooks, periodical indexes, directories, and government publications. Computer assisted instructional materials are utilized.

547. History of Books and Printing. *(3).*

Development of the book in its various forms from earliest times to the beginning of the twentieth century. History of the alphabet and writing; early writing materials; books in manuscript; history and technique of printing; book illustration and binding; standards of modern fine printing.

550. Introduction to Information Science. *Not open to students electing Lib.Sci. 650. (2).*

An overview of the theory and practice of information storage, retrieval, and dissemination. Abstracting and indexing. Comparative role of libraries, information centers, literature systems, and non-conventional and automated devices. No mathematical or scientific sophistication is assumed.

576. Administration of the School Library Media Center. *(2).*

Administration of elementary and secondary school library media programs. Considers personnel requirements, planning of program, facilities, and budgets; policies and procedures in management; and program evaluation.

605. Public Library Services. *Lib.Sci. 513 or 636 or permission of instructor. (2).*

Overview of public library services to children, young people, and adults—current trends, issues, and evaluation. Emphasizes community study and analysis; planning for changing user needs in urban areas, central cities, suburbia, and small communities; highlights traditional and non-traditional approaches to reaching diverse clientele, including special interest groups and the culturally different.

608–613. Special Topics in Librarianship. *(1–3).*

As demand and resources permit, a current topic or issue in librarianship that cannot be given adequate attention in another course is examined. Field work may be incorporated.

615. Reading Interests of Adults. *Lib.Sci. 521 or permission of instructor. (2).*

Survey of investigations of adult reading interests and adult learning. The promotional and distributional patterns of modern publishing are considered in relation to their reactions to and effects on adult reading interests.

620. Bibliography of the Social Sciences. *Lib.Sci. 529. (3).*

Study of sources of information in the social sciences, including general reference and bibliographical works of broad scope. The subjects studied are geography, anthropology, sociology, psychology, education, history, political science, law, economics, and business.

623. Bibliography of Science. *Lib.Sci. 529. (3).*

Study of information sources in science and technology, including problems in identification, selection, and utilization of reference materials and bibliographic services.

626. Bibliography of the Humanities. *Lib.Sci. 529. (3).*

Study of sources of information in the humanities. The subjects studied include religion, mythology, philosophy, literature, fine arts, theatre arts, and music.

636. Contemporary Library Developments. *(2).*

A seminar focusing on major responsibilities of libraries in the contemporary world. Achievements, limitations, and potentialities, will be reviewed, with emphasis on the functions of library service and the means of achieving library objectives.

645. Reprography Techniques. *(2).*

Evaluation of microforms and other reproduction of library materials.

650. Documentation of Scientific Literature. *Not open to students electing Lib.Sci. 550. (2).*

Theory and practice of information storage, retrieval, and dissemination as they relate to science and technology. Includes an examination of abstracting and indexing services, problems of nomenclature, and an overview of non-conventional and automated methods of information processing. Designed primarily for students from the physical and biological sciences.

661. Data Processing for Libraries. *Lib.Sci. 550 or 650 or permission of instructor. (3).*

Computer programming for libraries and information centers with practice on the computer is emphasized. Includes fundamentals of systems analysis, equipment and

software, and an examination of such areas as acquisitions, circulation, bibliographic control, keyword indexing, document retrieval, and the selective dissemination of information. Program efficiency, optimization procedures, and good documentation are stressed.

686. Storytelling. *Lib.Sci. 465 or Ed. D465.* *(2).*

Study of literary sources of storytelling, with particular emphasis on folk literature. Technique and practice of storytelling.

688. Library Work With Children. *(2).*

Organization and administration of library service to children in the public library. Special emphasis upon activities to promote the use of library materials.

690. Directed Field Experience: School Library Media Centers. *Lib.Sci. 576 and permission of instructor.* *(2).*

Opportunity for skill development through observation and practice in a school library media center. An internship of approximately one hundred fifteen hours is arranged in a selected school under the supervision of the instructor and a cooperating library media specialist. In addition, several discussion meetings are scheduled for all students enrolled in the field experience.

691. History of Children's Literature. *(2).*

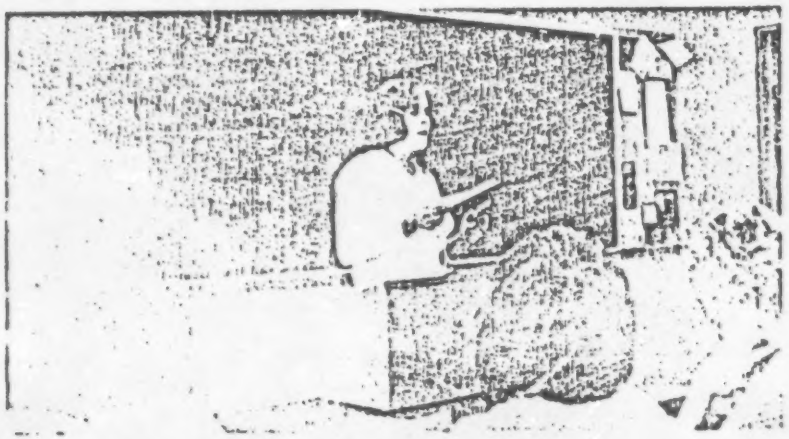
Survey of the development of literature for children in England and the United States to the close of the nineteenth century. Representative authors and titles of each period are studied and discussed.

700. Seminar in School Library Media Problems. *Lib.Sci. 576 or permission of instructor.* *(2).*

Special problems in the organization and administration of school library media centers, with emphasis on related available research.

703. Seminar in Media for Children and Young Adults. *Lib.Sci. 465 and 470 or Educ. D465 and D470.* *(2).*

In-depth exploration of current issues in evaluating, selecting, utilizing, and programming media for children and young adults. Emphasis is on analysis and utilization of user needs. Presupposes knowledge of media for these age levels.



Professor Searson lectures to a class.

704. Seminar in Media Production. *Lib.Sci. 301 or Educ. D302.* *(2).*

Opportunity for advanced skill development in the design and production of media. Emphasizes theories of communication and instructional design.

718. Research Methods in Library Science. *(3).*

Study of various research methods used in library science with illustrations drawn from specific studies of library problems. Includes discussion of the selection of problems, writing proposals, investigating and evaluating data, writing reports, and evaluating research reports commissioned by libraries.

726. History of Libraries. *(2).*

Gathering of books and similar materials into collections for personal and public use from the earliest times of record keeping to the present, with particular emphasis on the foundations and development of library service in the United States.

738. Special Libraries. *At least one subject bibliography course.* *(2).*

An overall presentation of the distinctive characteristics of special libraries and the adaptations of basic library functions and techniques to their requirements.

740. Scientific and Technical Special Libraries. *Lib.Sci. 623.* *(2).*

Survey of the development and present status of scientific and technical libraries and the acquisition, organization, and use of recorded information in these fields.

742. Medical Bibliography. *Lib.Sci. 529 (May be taken concurrently).* *(3).*

Survey of the development of medical bibliography, including medical literature information and retrieval systems; introduction to medical terminology and the subject content of the scholarly record of medicine; and study and evaluation of medical literature and sources of information for physicians, medical research scientists, and allied health professionals.

746. Medical Library Administration. *Lib.Sci. 742 or permission of instructor.* *(2).*

Study of medical environments and the structure of medical institutions and medical practice; development and functions of libraries in these environments, including regional medical libraries and the National Library of Medicine; and organization and administration of medical libraries with emphasis on evaluation of programs and services.

751. United States Government Publications. *Lib.Sci. 529.* *(3).*

Study of the structure and functions of federal, state, and local governments; characteristics of their publications, including identification of distribution and information units; bibliographic control of government publications with emphasis on major reference works; and organization and management of government publications in libraries.

756. Legal Bibliography. *Lib.Sci. 529 and permission of instructor.* *(2).*

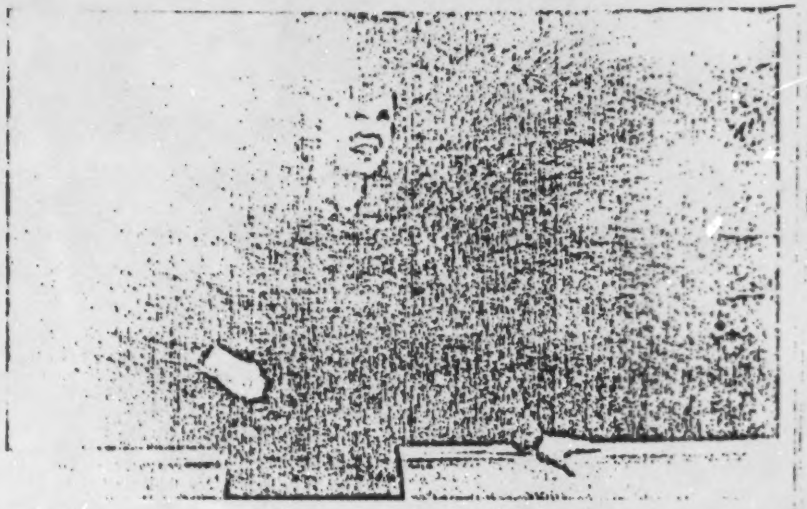
Designed to give non-lawyers an understanding of the sources of the law and of primary, secondary, and search materials. Also covers, briefly, library problems related to the nature of legal publications, such as classification and acquisitions methods.

758. Introduction to Archival Administration. *Permission of instructor.* *(2).*

An introduction to the general principles and problems of the archival profession, including administration, reference, field work, acquisitions, oral history, and the appraisal, arrangement, and description of manuscripts and photographs.

762. Library Buildings and Their Equipment. *(2).*

Presupposes a general knowledge of libraries and their services. An examination of library building problems and needs, including the planning of new facilities, expansion or remodeling of existing buildings, and selection of furnishings/equipment. All



Professor Machula listens to a classroom query.

types of libraries are considered (academic, public, school, and special) with emphasis on emerging trends in each. Selected field visits will be made to area libraries.

764. Library of Congress Classification. *Lib.Sci. 517. (2).*

Classification of the national library and its adaptability to large book collections. Emphasis is on use of the various schedules, their subsidiary tables and other special provisions.

775. Technical Services. *Lib.Sci. 517 and 521. (2).*

Principles, techniques, and problems of acquiring, organizing, processing, servicing, and preserving library materials. Organization and administration of the technical services in the library.

785. International and Comparative Librarianship. *Permission of instructor. (2).*

The study of libraries in different countries, or of two or more libraries within a given culture. The general state of librarianship and library development in selected areas. Identification of major sources of information and of indicators of library development. Both current and historical topics will be examined.

810. Seminar in Music Librarianship. *Lib.Sci. 503 or permission of instructor. (2).*

Special studies in the organization and administration of music libraries; designed to deal not only with music collections in college and university libraries, but also with the special problems faced by the public libraries. Topics will include selection, cataloging and classification, and binding problems peculiar to music, as well as special equipment standards for music libraries, the acquisition and processing of recordings, and maintenance of listening facilities in the library.

813, 814. S[illegible]r: Trends and Issues in Librarianship. *Limited to students on the doctoral level and to master's degree candidates with permission of the Dean. (2).*

Study of major, current developments in the library field.

831. Bibliography of the Fine Arts. *Lib.Sci. 529. (2).*

Application of bibliographical research in the study of the literature of music, architecture, sculpture, painting, etching, and engraving, elaborated through discussion, examination, and evaluation of bibliographic works, records, and standard scholarly publications in the respective fields.

840, 841. Seminar in Research Methods. *Limited to students on the doctoral level and to master's degree candidates with permission of the Dean. (2).*

Consideration of the methodologies appropriate to research in librarianship.

850. Seminar in University Library Administration. *(2).*

Study of problems in the organization and administration of university libraries. Emphasis is on present and projected needs with respect to personnel, book collections, buildings, and services. Reports and research papers are required for class presentation.

861, 862. Seminar in Education for Librarianship. *Limited to students on the doctoral level. (2).*

Survey of major directions in general, higher, and professional education as they relate to library education. Emphasis on comparative education for the professions, including trends and issues in education for librarianship: recruitment and selection, accreditation, curriculum planning, teaching methods, and planning to meet changing manpower needs.

865. Seminar in Information Science. *Lib.Sci. 550 or 650 or permission of instructor. (2).*

Consideration of special topics ranging from elementary information theory to the practical aspects of designing and implementing contemporary information services.

901, 902. Directed Research. *Limited to advanced students. (Hours and credit arranged.)*

Limited to students nearing the completion of the A.M.L.S. degree and to doctoral students. Approval by an instructor given only after the submission of a detailed prospectus, with proposed objectives and methodology.

990. Dissertation/Precandidate. *Limited to doctoral students who have not been admitted to candidacy.* I, II. *(2–8);* IIIa, IIIb. *(1–4).*

995. Dissertation/Candidate. *Limited to doctoral students who have been admitted to candidacy.* I, II. *(8 only);* IIIa, IIIb. *(4 only).*

Professor Downen and Bev Fike, Administrative Assistant.

dents from Abroad that accompanies the application form.) Only those applicants will be admitted whose score on the TOEFL test is 600 or higher or whose score on the Michigan test is 92 or higher.

Requirements for the Master's Degree

The degree Master of Arts in Library Science (A.M.L.S.) is conferred upon those candidates who have met the following requirements:

(1) Earned 36 hours of credit in the Graduate School, of which at least 30 hours must be in library science. A student may take from two to six hours of graduate level work outside library science as cognate courses. Students are encouraged to take cognate courses within or beyond the 36-hour sequence for the A.M.L.S. degree, in order to (1) strengthen their undergraduate work; (2) broaden their background in liberal arts; or (3) enlarge their horizons in library-related fields, such as public administration and adult education.

(2) Completed the following required courses: L.S. 517, 521, and 529. Students who have taken courses equivalent to 517, 521, or 529 in another institution, or who have had library experience duplicating the subject matter covered in these courses, are encouraged to take qualifying examinations administered at the beginning of each term to determine whether they should substitute other elective courses.

(3) Maintained an over-all minimum grade average of B, or 5 honor-points for each credit hour. (See Graduate School *Announcement* regarding probation.)

(4) Possess a knowledge of at least one foreign language. This requirement may be met in one of the following ways:

(a) Before admission: (1) Having completed 12 semester hours of college work, including an intermediate level course prior to admission, or (2) having completed 8 semester hours of work in each of two languages. (Two years of high school language are considered the equivalent of one year of college work.)

(b) After admission: (1) Completing one of the sequences of special reading courses intended for graduate students (German 111–112, French 111–112, etc.) by enrollment as a regular student in the courses or by completing the same courses through the University's Independent Study Department; (2) passing the ETS Graduate Foreign Language Examination in French or German, or the CEEB test in French, German, Russian, or Spanish; or (3) completing 12 semester hours of undergraduate study of one language, including an intermediate level course. Although German 111–112, French 111–112, etc., are frequently taken by graduate students to satisfy program requirements, credit cannot be earned in these courses toward the A.M.L.S. degree. It should be noted, however, that all courses taken at The University of Michigan while one is a student in a graduate program are recorded on one's graduate transcript. The grades earned in such courses, even when they are taken to make up an undergraduate deficiency, are included in the computation of the graduate grade point average.

(5) Satisfied the Graduate School's residence requirement for the master's degree. At least two terms of not fewer than eight credit hours each, or the equivalent in full-time spring or summer half term work (four such half terms of not less than four credit hours each), must be completed on the Ann Arbor campus. Library Science students able to engage only in part-time studies may petition the Dean of the Graduate School to satisfy this requirement by either:

(a) completing six hours or more during one half term or full term, or

(b) completing 12 hours on the campus of which there shall be no fewer than two terms of four hours each.

The average time required for completion of work for the A.M.L.S. degree on a full-time basis is two regular terms and two half terms. The standard course load for a student in library science is twelve or thirteen hours in a regular term and six or seven hours in a half term. Students are not permitted to register for more than 14 hours in a full term nor 8 hours in a half term. The maximum enrollment for a graduate student employed in remunerative work on a full-time basis is five credit hours during a full term and two credit hours during a half term.

Transfer of Credit

A maximum of six semester hours of graduate credit may be transferred from another institution under the following limitations: (1) only those courses taken within the last five years and for which the student received a grade of B or higher; (2) only those courses which have not been, nor will be, applied toward another degree; (3) only those courses in library science taken at an institution

MICHIGAN

SCHOOL OF LIBRARY SCIENCE

FACULTY SPECIALIZATIONS

FACULTY SPECIALIZATION

University of Michigan

NAME	RANK	SPECIALIZATION
Bidlack, Russell E.	Dean, Professor	Cataloging and Classification History of Books, Printing and Libraries Education for Librarianship
Vance, Kenneth E.	Asst. Dean Professor	Library Organization and Administration (schl.) Special Literatures and Materials (curr.mat.for schls)
Bonk, Wallace J.	Professor	Cataloging and Classification Book Selection and Acquisitions Reference History of Books, Printing and Libraries
Cruzat, Gwendolyn S.	Asst. Professor	Library Organization and Administration (med.) Bibliography (med.,sci.) Special Literatures and Materials (gov.pub.) Research Methods in Librarianship Education for Librarianship
Davis, Charles H.	Assoc. Professor	Information Science Library Organization and Administration Library Automation and Data Processing Research Methods in Librarianship Education for Librarianship
Downen, Thomas W.	Asst. Professor	Library Organization and Administration (schl.) Materials and Services for Children Materials and Services for Young Adults
Hopkins, Judith	Asst. Professor	Cataloging and Classification Information Science Library Automation and Data Processing

Faculty Specialization
University of Michigan

NAME	RANK	SPECIALIZATION
Lloyd, Helen D.	Assoc. Professor	Library Organization and Administration (schl.) Materials and Services for Children Materials and Services for Young Adults
Magrill, Rose Mary	Assoc. Professor	Communication of Knowledge and Ideas Book Selection and Acquisitions Bibliography (hum., sci.) Research Methods in Librarianship
Newren, Edward F.	Asst. Professor	Library Organization and Administration (schl.) Communication of Knowledge and Ideas Special Literatures and Materia (a-v)
Rinehart, Constance	Assoc. Professor	Cataloging and Classification Book Selection and Acquisitions
Slavens, Thomas P.	Assoc. Professor	Reference, Bibliography (hum., soc.sci)
Smith, Alan C.	Lecturer	Technical Services Library Organization and Administration (acad.) Book Selection and Acquisitions History of Books, Printing and Libraries
Vainstein, Rose	Professor	Library Organization and Administration (gen., pub.) Materials and Services for Children Materials and Services for Young Adult Adult Reading Guidance and Materials Library Buildings

Faculty Specialization
University of Michigan

NAME	RANK	SPECIALIZATION
Whitmore, Harry E.	Asst. Professor	The Library as a Social Organization Book Selection and Acquisition Reference, International Comparative Librarianship Introduction to Librarianship
Part-Time Faculty		
Bielitz, Gerda	Lecturer	Adult Reading Guidance and Materials
Chard, Lynn	Lecturer	Reference
Ferguson, Elizabeth	Lecturer	Library Organization and Administration (spec.)
Guy, Altoise C.	Lecturer	Materials and Services for Children (storytelling)
Hardie, Jane	Lecturer	Bibliography (hum.)
Holland, Maurita	Lecturer	Reference
Leary, Margaret A.	Lecturer	Bibliography (law) Library Organization and Administration (law)
Mobley, Emily R.	Lecturer	Bibliography (law)
Monsma, Marvin	Lecturer	Book Selection and Acquisitions Introduction to Librarianship
Palmer, Warren G.	Assoc. Professor	Communication of Knowledge and Ideas Special Literatures and Materials (a-v)
Pate, Billy K.	Lecturer	Introduction to Librarianship
Phillips, Elvera	Lecturer	Library Organization and Administration (schl.)
Rice, E. Stevens	Adj. Professor	Information Science Communication of Knowledge and Ideas

Faculty Specialization
University of Michigan

NAME	RANK	SPECIALIZATION
Part-Time Faculty (Cont'd)		
Schmidt, Bruce K.	Lecturer	Library Organization and Administration
Vigo-Cepeda, Luisa	Lecturer	Library Organization and Administration (community college)
Wagman, Frederick H.	Professor	Library Organization and Administration (acad.) Communication of Knowledge and Ideas
Warner, Robert M.	Professor	Library Organization and Administration (hist.) Special Literatures and Materials (archives)
Weichlein, William J.	Professor	Library Organization and Administration (spec. music) Bibliography (music) Special Literatures and Materials (music)
Young, Marian C.	Lecturer	Materials and Services for Children
Summer Session Faculty		
Avrin, Leila R.	Lecturer	Communication of Knowledge and Ideas, Bibliography (hum.) Special Literatures and Materials (rare books) History of Books, Printing, and Libraries
Boshears, Onva	Visiting Asst. Professor	Book Selection and Acquisitions Reference, Bibliography, History of Books, Printing, and Libraries
Comaromi, John	Visiting Assoc. Professor	Cataloging and Classification

Faculty Specialization
University of Michigan

NAME	RANK	SPECIALIZATION
Summer Session Faculty (Cont'd)		
Keresztesi, Michael	Visiting Asst. Professor	Library Organization and Administration (acad.) Bibliography (soc.sci) Special Literatures and Materials (gov.doc.) International Comparative Librarianship Education for Librarianship
Reed, Elizabeth R.	Lecturer	Materials and Services for Young Adults

MICHIGAN

SCHOOL OF LIBRARY SCIENCE

SUPPORTING DOCUMENTS

EVALUATION AND PLANNING PROJECT - PHASE I

RESPONSES TO QUESTIONNAIRE ON OBJECTIVES

SCHOOL OF LIBRARY SCIENCE
THE UNIVERSITY OF MICHIGAN
May 17, 1976

APPENDIX I

Continuing Education for Librarians

Continuing education has been a major concern of professional groups in recent years. It is generally agreed among educators and practitioners that the "half-life" of any professional degree is brief, and that the formal educational experience must be complemented by further study throughout the individual's career, especially if obsolescence is to be circumvented. In this document, "continuing education" is used to designate learning experiences beyond the first professional degree - the A.M.L.S. at Michigan. The activities discussed below do not apply to the library's support staff.

The Association of American Library Schools (AALS) devoted its 1972 conference to the subject of continuing education in librarianship. The Position Paper of the Study Committee on the Role of AALS in Continuing Education included an assumption that is applicable to the School of Library Science:

> 2. Most ALA accredited library schools state as one of the objectives of their fifth year programs that the students should establish essential habits of continuing self education throughout their professional careers. This implies that the accredited schools should:
>
> a. Assist alumni, former students and librarians in their geographical area to achieve this objective;
>
> b. Develop programs (formal courses and curricula) which would attract enough students to make a major impact on problems faced by graduates in their work situations;
>
> c. Sponsor workshops, institutes, and seminars which would have a strong impact because of:
>
> 1. Adequate funding and staffing
> 2. Long range planning
> 3. Cooperative planning by all relevant groups
> 4. Provision for an organized, comprehensive, and sequential patterning of opportunities for learning.[1]

In June of 1975, the Continuing Library Education Network (CLENE) was established. This national organization, comprised of individual, institutional, and association members, "...is devoted to developing and providing equal access to quality continuing education opportunities for all library, information, and media personnel..."[2] Funding for an initial study, which culminated in the establishment of CLENE, was provided by the National Commission on Libraries and Information Science as a direct expression of the Commission's high priority given to continuing education. Current resources come from membership dues (individual and institutional) and from a Title II-B grant of the Higher Education Act. In Michigan, a group of librarians and library educators have met several times under the auspices of the School of Library Science, with representatives from CLENE and the National Commission. The Michigan Library Association has formed a committee on continuing education, and contacts between library educators and librarians in the State have revealed a lively interest in a broad range of activities that come under the heading of continuing education. In these discussions, the role and responsibility of the School of Library Science has been a matter of particular concern.

To some librarians, continuing education means a formal course of study leading to an advanced degree or certificate. To others it may mean taking courses but with no degree as an objective. Short-term learning experiences (institutes, workshops, and similar activities ranging in duration from one day to several weeks) are commonly encountered in continuing education. Michigan practicing librarians frequently take library science courses on a "special student" basis, even though they already have an A.M.L.S. degree. This is particularly true of areas in which there has been considerable recent technological development, such as information science, documentation of scientific literature, and data processing. Other practitioners need specific

courses not currently in the curriculum, but which must be developed. Any successful program of continuing library education must be sufficiently flexible to accommodate a wide range of learning experiences, providing both diversity and depth. Students can be expected to continue to come to the Ann Arbor campus, but the School should continually explore other means of delivering these experiences to those who seek them. The role of the University Extension Service and the Extension Centers in outlying areas should be carefully studied, and liaison should be sought with the State Library, the professional associations, and other concerned organizations. As noted elsewhere in this report, the University's Carnegie sponsored study on the feasibility of external graduate programs should be followed for its possible implications for library education.

An ongoing realistic budgetary commitment to continuing education that the School could assume would probably require approximately half-time of one faculty member and appropriate support staff. The demands of continuing education are varied and heavy, especially in the area of advising and counseling. Constant study and assessment of the needs of librarians, program design and packaging, implementation, and evaluation are some of the primary activities that would occupy the staff.

Liaison with practitioners and their institutions and with other agencies inside and outside the University will also require a heavy commitment of faculty time. Curriculum development will involve coordination of existing courses, in both the A.M.L.S. and Ph.D. programs, and will also require the design and introduction of new ones. A variety of short-term learning experiences - formal courses offered in an intensely shortened period, workshops, institutes, and conferences will be necessary. These activities require a great deal of planning time. Some efforts may be supported with Federal funds, and these sources could play a significant part in the School's service to the continuing education of

THE UNIVERSITY OF MICHIGAN--SCHOOL OF LIBRARY SCIENCE

Advance Classification for Fall Term, 1976, at Extension Centers

Name_____
(Please print) (Last Name) (First Name) (Middle initial or maiden name)

Address_____

City_____Zip code_____

Please check the courses which you wish to take and return the white copy to the address listed below; retain the yellow copy for your file. The School will send you a permit to register, which must be presented to the Extension Center when you register. Advisers from the School of Library Science will be available at a specified time before the beginning of classes. If you wish to discuss your program with an adviser, you should make an appointment with him/her through the Extension Center in which you plan to enroll. Classes in Dearborn will begin on September 8 (LS 718 only); classes in Flint and Grand Rapids begin the week of September 13. Except in Grand Rapids, courses which carry three hours of credit will meet for a total of 15 weeks; courses which carry two hours of credit will meet for a total of 12 weeks.

Dearborn Extension Center

_____576 Admin. of the School Library Media Center (2) Tuesday 7:00-9:00 p.m. Helen Lloyd

_____626 Biblio. of the Humanities Prereq: LS 529 (3) Monday 7:00-10:00 p.m. Thomas Slavens

_____718 Research Methods in Lib. Sci. (3) Wednesday 6:30-9:30 p.m. Raymond Durrance

Flint Extension Center

_____465 Literature for Children (2) Monday 4:00-6:15 p.m. Noel Winkler

_____514 Library Administration (3) Tuesday 7:00-10:00 p.m. Ruth Person

_____521 Building Library Collections (3) Tuesday 4:00-7:00 p.m. Marilyn Lary

Grand Rapids Extension Center

_____*470 Literature for Young Adults (3) Tuesday 6:30-9:30 p.m. Thomas Downen

_____*513 Libraries in American Society (3) Tuesday 6:30-9:30 p.m. Kenneth Vance

_____*529 General Reference Materials (3) Monday 5:00-6:30; 7:00-8:30 p.m. Barbara Kemp

*These courses will be taught in conjunction with Western Michigan University.

A student employed full time is permitted to take a maximum of 5 hours of course work. Students who elect more than 5 hours are required to certify that they are not employed or that they are working less than full time.

_____I am not employed

_____I am working_____hours per week

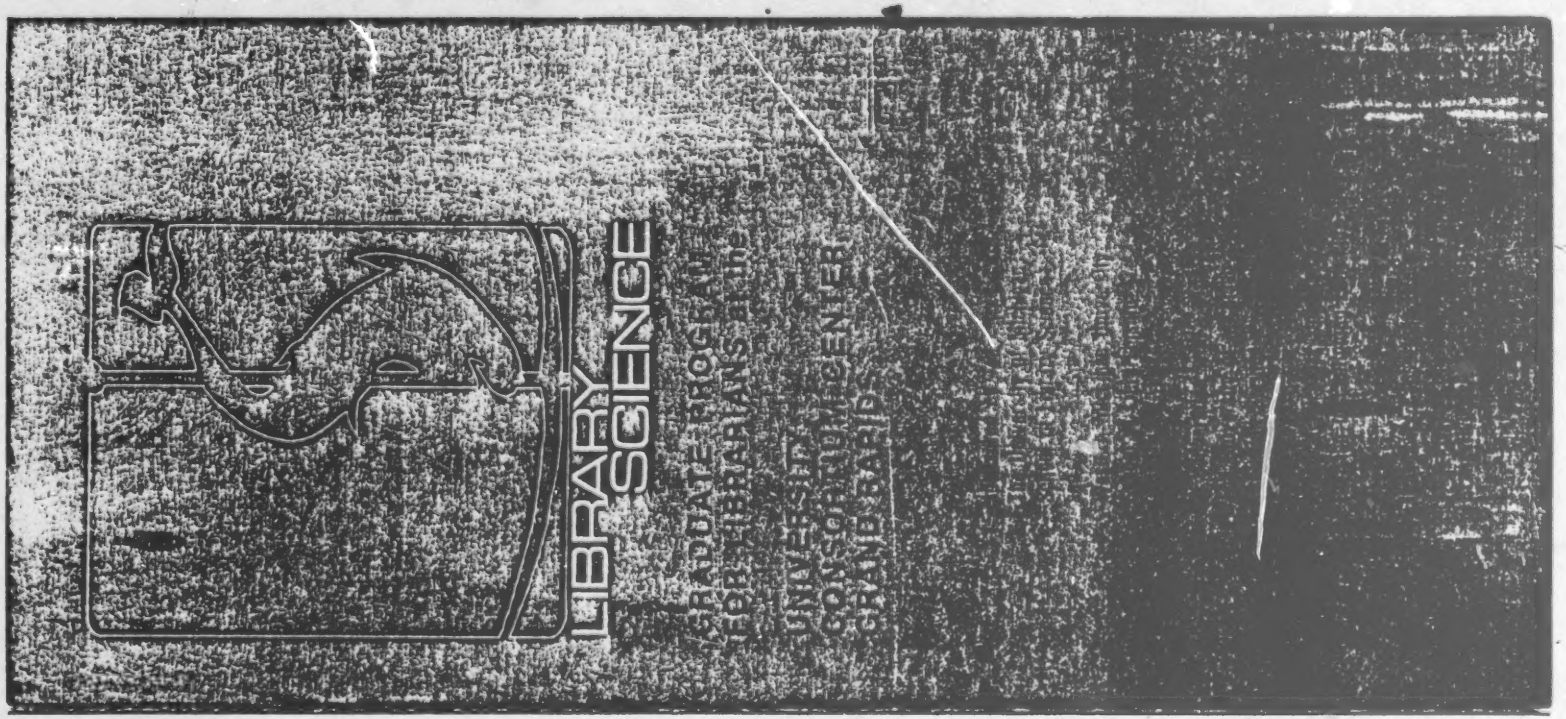
Please return to: School of Library Science
The University of Michigan
Ann Arbor MI 48109
prior to August 31, 1976

_____
(Signature)

librarians. It is assumed that the fee-for-service concept would pertain to continuing education as it does to the A.M.L.S. degree. However, such fees would not be adequate to meet the full direct and indirect costs of continuing education, as indeed is the case in the University's regular degree programs.

A 10 percent budget increase would make the development of a modest program in continuing education, such as that outlined above, relatively easy; with no increase it would be difficult without shifting present priorities. If the master's student enrollment were to decrease substantially, on the other hand, the School could move into the area of continuing education with less difficulty. Should enrollment and faculty resources remain constant with no budgetary increase, considerable reallocation of faculty effort and offerings would be necessary. The current employment market for beginning librarians could be a factor in some hard decisions facing the School. It is conceivable that the faculty could decide that it would be more appropriate to concentrate on serving librarians already in the field and to graduate fewer at the entry level. There is considerable support for this approach in the recent Bureau of Labor Statistics study Library Manpower: a Study of Demand and Supply[3].

The primary factors determining the School's decisions and activities in the area of continuing education should be the needs of the entire library profession, the School's goal and objectives, the resources and ability to achieve these ends, and the general state of the economy.



UNIVERSITY CONSORTIUM CENTER
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Grand Rapids, Michigan 49502

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Organization
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Grand Rapids,
Michigan
Permit No. 308

190

GRADUATE PROGRAM IN LIBRARY SCIENCE— The

A Joint Program in Grand Rapids

Since the fall of 1970, The University of Michigan and Western Michigan University have jointly sponsored in Grand Rapids a program of basic courses required for the master's degree in library science, making it possible for students to do much of the work for the degree without going to the campus of the university of their choice. These classes are offered at the University Consortium Center, of which both institutions are members.

A schedule of graduate courses in library science has now been developed through the winter term of 1977 to aid students in planning their degree programs.

It should be noted, however, that each institution has residence requirements that must be met by work on the campus.

Each university will offer jointly sponsored courses under its own respective numbers and titles. Graduate credit for these is thereby applicable to each student's own record without the necessity of transfer.

Registration forms may be obtained from the University Consortium Center, 105 Division Avenue, N., Grand Rapids, Michigan 49502.

Librarianship Opportunities

The profession of librarianship offers men and women a wide range of opportunities for useful and significant service. At the present time, however, geographical mobility and flexibility in the choice of library work are among the key factors in obtaining a library position.

On the cover: The dolphin and anchor has been adopted by many library science institutions as a symbol of the excellence and basic goals toward which library science strives. It is the mark of the fifteenth-century Venetian printer Aldus Manutius, who not only strove to create beautiful editions of the Greek and Latin classics but also devoted his life to making his works accessible to many.

Proposed Schedule, 1975-77

Courses offered jointly by The University of Michigan and Western Michigan University are bracketed. Students should enroll under the appropriate number and title with the institution of their choice.

FALL TERM, 1975

{UM 502 (Educ. D502) Design and Production of Media (3)
{WMU 548 (Teed. 548) Audiovisual Media I (3)
{UM 517a Cataloging and Classification (2)
{WMU 530 Introduction to Classification and Cataloging (2)
{UM 626 Bibliography of the Humanities (3)
{WMU 612 Subject Bibliography: Humanities and Social Sciences (3)

WINTER TERM, 1976

{UM 517b Cataloging and Classification (2)
{WMU 530 Introduction to Classification and Cataloging (2)
{UM 521 Building Library Collections (3)
{WMU 510 Building Library Collections (3)
{UM 704 Seminar in Media Production (3)
{WMU 549 (Teed. 549) Audiovisual Media II (3)

FALL TERM, 1976

{UM 470 (Educ. D470) Literature for Young Adults (3)
{WMU 542 Reading Interests of Young Adults (3)
{UM 513 Libraries in American Society (3)
{WMU 600 Libraries and Librarianship (3)
{UM 529 General Reference Materials (3)
{WMU 512 Reference Service (3)

WINTER TERM, 1977

{UM 465 (Educ. D465) Literature for Children (3)
{WMU 617 Reading Guidance for Children (3)
{UM 686 Storytelling (3)
{WMU 546 Storytelling (3)
{UM 751 U.S. Government Publications (3)
{WMU 614 Government Publications (3)

For information about dates, times, location, instructors and textbooks, contact the University Consortium Center. (Telephone: 616-459-7123.)

University of Michigan and Western Michigan University

Requirements for the Master's Degree

THE UNIVERSITY OF MICHIGAN

The degree of Master of Arts in Library Science is conferred upon those candidates who have:

1. Earned thirty hours of credit in the Graduate School, of which at least twenty-four hours must be in library science.
2. Completed the following required courses: Library Science 517, 521, and 529. Some adjustments in this requirement may be made. If students have had previous library experience and/or previous course work in library science, they may take a qualifying examination in any or all of these areas to determine whether or not they should substitute other elective courses.
3. Acquired a reading knowledge of a major foreign language. This requirement may be met with at least twelve hours in one language, one year of college work in each of two languages, or successful completion of the two-semester courses for graduate students—French, German, or Spanish 111-112. (NOTE: French and German 111 and 112 are available through the Department of Independent Study, University Extension Service.)
4. Earned an overall grade-point average of B or better.
5. Satisfied the Graduate School's residence requirement for the master's degree. Students enrolled in one of the Graduate Study Centers may petition the Dean of the Graduate School to satisfy this requirement by either:
   a) completing six hours or more during one summer half term or one full term, or
   b) completing twelve hours on the campus of which there shall be no less than two terms of four hours each.
6. Students may take from one to six hours of graduate level work outside of library science or may take all thirty hours in library science. This represents a change from the former cognate requirement.

Students may apply to transfer credit for graduate work taken before admission to the AMLS program, providing the credit has not been applied toward another degree. For transfer credit, each course must carry a grade of "B" or better; "B−" is not acceptable. See the Graduate School bulletin for additional regulations regarding transfer credit.

WESTERN MICHIGAN UNIVERSITY

The requirements for the degree of Master of Science in Librarianship are as follows:

1. Thirty* to thirty-six hours of approved graduate courses with a minimum of twenty semester hours in library science at the graduate level.
   Candidates without previous training in library science will need to take the *Required Courses* as specified in the following list plus *Elective Courses* in the fields of their special interest to total thirty-six semester hours.
   Required courses: Libr. 510, 512, 530, 600, 622, and 629.
2. A satisfactory research paper required as partial fulfillment of a course requirement or, with the consent of the graduate adviser, a thesis for six semester hours of credit.
3. One full-time summer session (five semester hours minimum) or one full-time semester (nine semester hours minimum) on campus to meet campus requirements.
4. Students must maintain a "B" average.

Candidates preparing for school library service must meet the teacher certification requirements in the state in which they wish to be employed.

*A student with an undergraduate minor in librarianship is required to complete a thirty-hour program and may elect courses from other departments for a total of six to eight semester hours.

Admission, Counseling, and Registration

THE UNIVERSITY OF MICHIGAN

Admission—In general, admission to the Master of Arts in Library Science Program requires a bachelor's degree with a 3.0 (B) grade-point average. Previous academic work must include at least ninety semester hours of liberal arts. The School considers such programs as applied music, home economics, education, and library science as professional, not liberal arts. Applicants with a slight shortage in liberal arts may be admitted with the provision that they make up the deficiency by additional course work before receiving the AMLS degree.

The School requires filing of a personal questionnaire, plus three letters of recommendation (on forms supplied). These materials and more specific information about admission requirements and procedures may be obtained from the School of Library Science.

In addition, it is necessary to file an application for admission to the Horace H. Rackham School of Graduate Studies. The School of Library Science will make every effort to send the Graduate School application along with its own admission materials. If, however, the student does not receive a Graduate School application from the library school, he should write to the Dean, Horace H. Rackham School of Graduate Studies, The University of Michigan, requesting that form.

Applications and complete official transcripts of previous college work are due in Ann Arbor not later than the following dates:

Fall term—August 1
Winter term—December 1
Summer half term—June 1

Persons who have not cleared their admission by these dates may register for extension credit, but must furnish the local center with transcripts of their undergraduate work.

Counseling—Library science students must obtain permission to register for library science courses either from the School or from an adviser. Advisers from campus will be in the University Consortium office during registration to counsel students about admission, certification for school librarianship, degree requirements, and an individual's program of studies. Appointments to see an adviser should be made in advance through the extension center.

Registration—Registration for students wishing to receive UM graduate credit is normally held in the week prior to the first class session. Students must have elections approved by an adviser before registration fees will be accepted. Fees must be paid prior to the first class session. Contact the Consortium Center office (459-7123) for information regarding registration and tuition.

WESTERN MICHIGAN UNIVERSITY

Admission—All students not previously admitted to Western Michigan University who desire to register for an off-campus course must submit a formal application by the final day of admission. Any student who has not attended classes on or off campus for more than one year must also apply for re-entry.

Deadlines for applications for admission and re-entry are:

Fall Semester—July 1
Winter Semester—November 1
Spring Session—March 1
Summer Session—May 1

The student must first apply for admission to The Graduate College. Application forms are available at regional offices and at The Graduate College office on campus. All applications must be accompanied by a $10 (non-refundable) application fee. The minimum grade-point average of the applicant should be 2.6 for the courses taken in the last two years of undergraduate study at an accredited college or university. Special consideration may be given to students who do not meet this requirement.

In addition to applying for graduate admission, the student must apply for admission to the School of Librarianship. The minimum grade-point average for librarianship is 3.0 (B). The application form, available from the School office, must be accompanied by a one-page letter stating the student's reasons for desiring to enter the field of librarianship. The application must also include the names of three persons who are able to give information concerning the verbal facility, intellectual capacity, personal and professional promise and motivation of the individual. The *Bulletin* of the School of Librarianship with additional information is available from the School office, 2080 Waldo Library.

Specialization is available in the School of Librarianship for those interested in school libraries and in public library service to children, young adults and adult readers; and for candidates interested in college, university and special library service, map librarianship and information science.

Counseling—Librarianship students should consult an adviser prior to registering for courses at the University Consortium Center. Appointments can be made through the Regional Center Office or the School of Librarianship, Kalamazoo.

Registration—Registration materials are available at Centers and the Campus Office. Registration, including payment of tuition and fees, may be completed only after the student has been admitted and not before. Students may register by mail through the Final Day to Register by Mail. Contact the Consortium Center office, (459-7123) for details of dates and times.

WAYNE STATE

DIVISION OF LIBRARY SCIENCE

PROGRAM AND COURSE DESCRIPTIONS

LIBRARY SCIENCE

Office: 315 Kresge Library

Director: Robert E. Booth, Professor, Ph.D.

PROFESSORS

Genevieve Casey, M.A., Margaret Grazier, M.A.

ASSOCIATE PROFESSOR

Miriam Larson, M.S.

ASSISTANT PROFESSORS

Freddie Mae Brown, M.A.L.S., Michael Keresztesi, M.A., Betty Maurstad, Ph.D., Edith B. Philips, M.A.

PURPOSES

The purposes of the Division of Library Science are to enable graduates to perform effectively as public librarians, as school librarians, as college and university librarians, and as special librarians, but above all as librarians who have achieved some understanding and appreciation of the nature and the function of the library for the organization and communication of the recorded ideas, knowledge, and information of mankind.

Such performance, we believe, calls for awareness of the role of the library in the social framework in which it exists — whether school, college, university, business, scientific or cultural enterprise, community, state, nation, or world. It calls for a sense of the interdependence of all the social institutions and of the inter-relatedness of their community needs. It calls for an understanding of the principles and methods of selecting, acquiring, storing, organizing, evaluating, interpreting, and using the recorded information of mankind regardless of the format in which it appears. It calls for the ability to apply these principles and methods with the varying requirements of specific library situations.

The Division offers programs at the undergraduate and master's degree levels. The Division is a member of the Association of American Library Schools, and the Master of Science in Library Science program is accredited by the American Library Association. The course in medical librarianship is accredited by the Medical Library Association.

UNDERGRADUATE PROGRAM

The curriculum provides initial preparation for library/media specialists in elementary or secondary schools. Students interested in school library/media preparation may complete a minor of thirty credits in library science during their junior and senior years. The library science minor qualifies them for library service in the grades for which they receive a provisional certificate (e.g., library science minor on an elementary provisional certificate qualifies the holder for library/media positions in grades K-9).

Library Science

The combined curriculum in library education and secondary education is offered in two fields: secondary social studies-library science and secondary English-library science. The combined curriculum in library education and elementary education is offered in three fields: English, social studies, and science. Students in the combined curriculum will earn eighty credits in general education in the College of Liberal Arts before their formal admission to the Division of Library Science Education and the Division of Teacher Education in the College of Education. Students planning for school library/media careers are urged to consult with advisers in Library Science (315 Kresge Library) early in their sophomore year for detailed information. Sample programs for those interested in the elementary and secondary school library/media specialty are available upon request.

College of Liberal Arts and Monteith College students interested in public, academic, or special library work may be authorized to take up to twelve credits of appropriate library science courses at the undergraduate level. Such courses would be articulated with the M.S.L.S. graduate degree program. Students interested in this program should consult with advisers in the Library Science Division.

GRADUATE PROGRAM

MASTER OF SCIENCE in Library Science (M.S.L.S.)

This is a professional library science degree accredited by the American Library Association and is designed for public, academic, special, or school librarianship.

Admission

The applicant must present evidence of satisfactory undergraduate preparation for his field of specialization and must meet all requirements of the Division of Graduate Studies and be accepted for study toward the graduate professional degree by the graduate staff of the Division of Library Science. Prerequisites include a B.A. or B.S. degree with undergraduate courses so distributed as to give the student a *minimum* of 100 credits of general education. A reading knowledge of a modern foreign language is recommended for students planning to work in libraries with an emphasis on research and adult services.

Degree Requirements

In this degree program, the student must complete a minimum of forty-five credits, to be distributed as follows: twenty-five to twenty-nine credits in the library science professional core, and normally a minimum of twelve credits in the area of library science specialization. A maximum of eight credits in courses outside of Library Science may be accepted as cognates.

The Professional Core (25-29 credits)

		credits
LS 5497	Introduction to Librarianship (All students must take this as their first graduate Library Science course.)	4
LS 5495	General Reference Service	4
LS 6494	Technical Services in Libraries	4
LS 7499	Terminal Master's Seminar and Essay or Project	4

And at least two of the following three courses:

LS 8493	Subject Reference and Bibliography: Humanities	4
LS 8494	Subject Reference and Bibliography: Science and Technology	4
LS 8496	Subject Reference and Bibliography: Social Sciences	4

Library Science Electives (12 credit minimum)

Students are expected to take at least one but not more than two types of library courses, for example, Library Science 5513, 6493, 7492, or 8491, or alternatively, a functional specialization, e.g., Library Science 8492, 8498. Those students preparing for school library-media service should consult adviser about requirements for this specialization.

Minor Cognates (optional)

The student may elect courses outside of Library Science appropriate for his specialization with the adviser's consent.

M.S.L.S. Degree with Teacher Certification

This program is designed for the individual holding a bachelor's degree who wishes to qualify for a school library/media position. It offers the courses and laboratory experiences required for the professional library degree and provisional elementary or secondary teacher certification. An important feature is its provision for directed teaching in both the classroom and the library/media center.

The student entering this combined program must choose between elementary or secondary teacher certification. The combined elementary certification and M.S.L.S. curriculum is offered in three fields: social studies, English, or science. The combined *secondary* certification and M.S.L.S. curriculum is offered in two fields: secondary English or secondary social studies. Eligibility for either program requires the possession of sufficient credit for either a major or minor in one of the disciplines in the subject field (e.g., history, sociology, chemistry, English) or for a group major or group minor in the field (e.g., social studies, science). Students who lack the prerequisite credits should expect to take additional courses in these subjects over and above the seventy-six to eighty-two credit minimum requirement for the combined program. Consult Library Science advisers for program descriptions.

7495. (ELD 7761) Instructional Design. Cr. 4.
Prereq: L S 5491, ELD 7825 or consent of instructor. See Education Leadership 7761.

7496. Research and Directed Study. Cr. 1-12 (Max. 12).
Prereq: written consent of adviser and graduate officer.

7498. History of Books and Libraries. Cr. 3.
Prereq: 6 credits in library science. Development of books and libraries from earliest records to the present. Social implication of books and libraries in a democracy.

7499. Terminal Master's Seminar and Essay or Project. Cr. 4.
Prereq: written consent of division head.

7511. (TED 7312) Functions of Literature for Children in the Elementary School Curriculum. Cr. 4.
Prereq: L S 6514 or consent of instructor. See Teacher Education 7312.

7512. (HIS 0702) Introduction to Archival Methods. Cr. 4.
Prereq: consent of chairman. Basic training in archival methods. (F)

7513. (HIS 0703) Introduction to Archival Methods. Cr. 4.
Prereq: consent of chairman. Continuation of History 0702. (W)

7514. (HIS 0704) Introduction to Archival Methods. Cr. 4.
Prereq: consent of chairman. Continuation of History 0703. (Sp)

7515. Government Publications. Cr. 4.
Prereq: L S 8496. The selection, acquisition, access, and reference use of major federal, state, and local documents. Introduction to selected United Nations materials. Practice in use of indexes and aids.

8491. College and University Library Systems and Services. Cr. 4.
Prereq: L S 5497. Role of academic library in higher education. Organization, administration, and patterns of service.

8492. Automation and Data Processing for Libraries. Cr. 4.
Prereq: written consent of division head and L S 5496 or equiv. Storage and retrieval problems as approached by conventional and nonconventional methods. Computer applications in libraries.

8493. Subject Reference and Bibliography: Humanities. Cr. 4.
Prereq: L S 5495. The library as preserver, organizer, and disseminator of the cultural heritage. The nature of humanistic studies. Bibliographic control of scholarship in literature and the arts. Reference tools through which works of literature and art are organized, evaluated, and made available for appreciation, enjoyment, and study.

8494. Subject Reference and Bibliography: Science and Technology. Cr. 4.
Prereq: L S 5495. The generation, organization, and pattern of bibliographic control of the literature of both the basic and the applied sciences. Characteristics of the "scientific method" and the "scientific community" which influence the transmission of scientific information. Familiarity with the various forms of scientific communication, both formal and informal, and with the particular scientific reference tools which retrieve scientific information. (F, W, Sp)

8496. Subject Reference and Bibliography: Social Sciences. Cr. 4.
Prereq: L S 5495. Characteristics of the social science disciplines: structure, concepts, methods of investigation. Major figures and significant works in the general field. Bibliographical control (bibliographies, abstracting and indexing services, journals), reference tools (sources of information on scholars, learned societies, statistics), instructional resources (sources, methods of evaluation, organization, and use).

8497. Medical Bibliography and Medical Library Administration. Cr. 4.
Prereq: L S 6494 and 8494. The bibliographic control of the biomedical literature; on-line access to the National Library of Medicine. Medical library networks, medical legislation and special problems relevant to medical library administration. (Sp)

8498. Advanced Classification and Cataloging. Cr. 4.
Prereq: L S 6494. Comparative study of the underlying theory, structure, and application of a variety of classification systems; complex descriptive and subject cataloging; special problems relating to organization of recorded information.

8512. Issues in Librarianship. Cr. 3-12 (Max. 12).
Prereq: written consent of division head. Critical analysis of library research, socio-technological trends, implications for the profession. Topics to be announced in *Schedule of Classes.*

8513. Reprography for Librarians and Archivists. Cr. 4.
Prereq: consent of instructor. A basic course in the fundamentals of copying and documentary reproduction.

8514. Introduction to Archival and Library Conservation. Cr. 4.
Prereq: written consent of instructor and advanced standing in master's program. Offered at Greenfield Village Conservation Laboratory. Basic course in the fundamentals of archival and library conservation problems and methods essential for effective preservation management of paper and associated materials.

8515. Principles and Practices of Archival and Library Conservation. Cr. 4.
Prereq: L S 8514 and consent of instructor. Offered at Greenfield Village Conservation Laboratory. Advanced course in library and archival conservation providing theory and practice of basic laboratory preservation and restoration treatment.

8516. Library Service to Special Groups. Cr. 4.
Prereq: L S 6493. Library and information needs of the disadvantaged, what public and school libraries are doing to meet these needs and what skills and attitudes are needed by librarians working with these target groups.

8518. Problems in Administration of Library Systems and Services. Cr. 1-12 (Max. 12).
Prereq: consent of adviser. Current administrative problems affecting library systems and services. Topics to be announced in *Schedule of Classes.*

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COURSES OF INSTRUCTION[1] (L S)

3496. Directed Study. Cr. 2-6 (Max. 6).
Prereq: consent of adviser.

3498. (TED 3321) Literature for Children. Cr. 4.
See Teacher Education 3321.

5491. (ELD 5761) Educational Technology. Cr. 4.
See Education Leadership 5761.

5492. Selection and Evaluation of Library Materials for Children. Cr. 4.
Prereq: L S 3498. Study and evaluation of books and audio visual materials suitable for school and public libraries. Bibliographic tools, publishing, and distribution.

5493. History of Children's Literature (TED 5535). Cr. 4.
Prereq: consent of adviser. Historical-bibliographical survey of imaginative and informational literature for children. Analysis and study of sociological and educational aspects of childhood as reflected in the literature.

5494. Selection and Evaluation of Library Materials for Young Adults. Cr. 4.
Acquaintance with and critical analysis of literature and other instructional materials in all subject fields and in all formats.

5495. General Reference Service. Cr. 4.
Reference function of the library; major, general titles in the reference collection with criteria for their evaluation; sources of continuing knowledge of reference materials; processes used in exploiting library resources to supply information.

5496. (CSC 0501) Computers and Research (U P 0552) (CRJ 0531). Cr. 4.
No credit after CSC 0220; no credit for computer science majors. Prereq: one and one-half units high school algebra. Introduction to computing, data processing, and computer utilization for research; computer languages, library programs and their use; job control languages.

5497. Introduction to Librarianship. Cr. 4.
The development and place of libraries in society; objectives, functions and trends of major types of libraries.

5498. (TED 5323) The Art of Storytelling. Cr. 4.
Prereq: L S 3498 or TED 5326 or consent of instructor. See Teacher Education 5323.

5512. (ELD 5762) Instructional Materials Workshop. Cr. 2-4.
Prereq: L S 5491 or consent of instructor. See Education Leadership 5762.

5513. School Library-Media Programs. Cr. 4.
The library-media program in elementary and secondary schools: organization, administration and patterns of service.

5516. (TED 5326) Survey of Recent Literature for Children. Cr. 4.
See Teacher Education 5326.

[1] See page 615 for interpretation of numbering system, signs and abbreviations.

6491. Reading, Viewing, and Listening Interests of Children and Youth. Cr. 4.
Prereq: consent of instructor. Factors related to reading, viewing, and listening interests and their effects. Emphasis on research investigation and application. (W)

6493. Public Library Systems and Services. Cr. 4.
Prereq: consent of adviser. Present-day functions of public libraries as social agencies. Organization, administration, and patterns of service.

6494. Technical Services in Libraries. Cr. 4.
Prereq: consent of adviser. Survey of objectives and methods of acquisition, classification, cataloging, preparation of books and related materials in libraries.

6498. Workshop — Problems in the Selection and Utilization of Learning Materials. Cr. 4.
Prereq: teaching or school library experience. Programs designed to improve selection, evaluation and utilization of library-media resources.

6512. (TED 6532) Literature for Adolescents. Cr. 3-6.
Prereq: directed or regular teaching. See Teacher Education 6532.

6514. (TED 6314) Analysis, Selection, and Use of Literature for Children. Cr. 4.
Prereq: L S 5518 or consent of instructor. See Teacher Education 6314.

6515. (ELD 6765) Organization and Management of Learning Resources. Cr. 4.
Prereq: L S 5491 or ELD 7825 and consent of instructor. Open only to master's candidates in instructional technology, library science and educational administration. See Education Leadership 6765.

7490. Professional Field Experience and Seminar. Cr. 3-4 (Max. 4).
Prereq: 24 credits in appropriate graduate library science courses and consent of supervising faculty. Planned contact with the practicum of librarianship (public and technical services, sociological environment, library personnel) at the professional level through on-site experience in a participating library under the direction of a skilled professional librarian and the supervision of a member of the Library Science Division faculty. Seminars to be arranged. Application for winter and spring quarters by the first day of preceding quarter; for fall quarter by the first day of spring quarter. (F, W, Sp)

7492. Special Libraries and Information Centers. Cr. 4.
Prereq: L S 5497 and L S 6494. Services, planning, organization and administration. Analysis of objectives, personnel, particular relationships to clientele, methods of handling non-book materials, trends in mechanization. Case studies.

7493. School Media Center Administration. Cr. 4.
Prereq: L S 5513 and library-media experience. Management function of the library-media program director in budget, personnel resources and facilities. (Sp, Su)

7494. Selection and Evaluation of Library Materials for Adults. Cr. 4.
Prereq: consent of adviser. Critical analysis of bibliographic and information sources, aids and tools used in selection of materials for adults. Study, analysis, and evaluation of books in all subject fields. (F, W, Su)

WAYNE STATE

DIVISION OF LIBRARY SCIENCE

FACULTY SPECIALIZATIONS

FACULTY SPECIALIZATION

Wayne State University

NAME	RANK	SPECIALIZATION
Booth, Robert E.	Director, Professor	The Library as a Social Organization International Comparative Librarianship Education for Librarianship
Brown, Freddiemae	Asst. Professor	The Library as a Social Organization Library Organization and Administration (gen.,pub.) Materials and Services for Young Adults Adult Reading Guidance and Materials Introduction to Librarianship
Casey, Genevieve M.	Professor	The Library as a Social Organization Library Organization and Administration (pub.,networks) Research Methods in Librarianship Education for Librarianship Introduction to Librarianship
Grazier, Margaret H.	Professor	Library Organization and Administration (schl.) Book Selection and Acquisitions Special Literatures and Materials (a-v) Materials and Services for Children Materials and Services for Young Adults
Keresztesi, Michael	Asst. Professor	Library Organization and Administration (acad.) Bibliography (soc.sci.) Special Literatures and Materials (gov.doc.) International Comparative Librarianship Education for Librarianship

Faculty Specialization
Wayne State University

NAME	RANK	SPECIALIZATION
Larson, Miriam T.	Assoc. Professor	Library Organization and Administration (spec.,law, med.), Reference Bibliography (sic.-tech.) Research Methods in Librarianship Education for Librarianship
Maurstad, Betty	Asst. Professor	Library Organization and Administration (spec.) Reference, Bibliography (hum.) Education for Librarianship
Phillips, Edith B.	Assoc. Professor	Cataloging and Classification Theory of Classification Technical Services Communication of Knowledge and Ideas Book Selection and Acquisitions Adult Reading Guidance and Materials Indexing
Part-Time Faculty		
Cross, Jennie		Special Literatures and Materials (gov.pub.)
Gaylor, Robert		Library Organization and Administration (acad.)
Gilbert, Col. Edward		Special Literatures and Materials (arch.conservation)
Hardy, Laura		Library Organization and Administration (pub.)
Jacobs, David		Library Automation and Data Processing
Saffady, William		Special Literatures and Materials (reprography)
Schmidt, Bruce K.		Reference

Faculty Specialization
Wayne State University

NAME	RANK	SPECIALIZATION
Part-Time Faculty (Cont'd)		
Taylor, Donna		Cataloging and Classification Theory of Classification Technical Services Library Organization and Administration (schl.) Book Selection and Acquisitions Materials and Services for Children Introduction to Librarianship
Warner, Barbara		Technical Services
Summer Session Faculty		
Hulsker, William		Bibliography (hum.)

WAYNE STATE

DIVISION OF LIBRARY SCIENCE

SUPPORTING DOCUMENTS

CONTINUING EDUCATION FOR LIBRARIANS 1976-77

These continuing education opportunities for academic, public, school, and special librarians are offered by the Division of Library Science through the College of Lifelong Learning, Wayne State University.

Continuing education must become an integral part of all library activity in ALL libraries, a way of life of all who work in libraries. It should not be viewed as an added component, apart from normal endeavor, an end in itself, something extra indulged in if there is time and money.

This will require philosophic acceptance, understanding and commitment to action on the part of individuals who work in libraries, of administration and governance of libraries, of those who educate librarians, and of their professional organizations.

Allie Beth Martin, President
American Library Association, 1975-76

1976-77 OFFERINGS

FALL QUARTER 1976
(September 30-December 18, 1976)

COURSES

Course: *LS 7496 Oral History*
Instructor: Patricia Pilling
Time: Saturdays — 9:00 a.m. to 12:30 p.m.
Place: Walter Reuther Labor Archives — Wayne State University
Credit: 4 hours graduate credit
Target Group: Public, academic, and special librarians; MSLS students

Course: *LS 8514 Introduction to Archival and Library Conservation*
Conservation problems and methods essential for effective preservation management of paper and associate materials.
Instructor: Colonel Edward Gilbert
Time: Thursdays — 6:00 to 9:30 p.m.
Place: Greenfield Village Conservation Laboratory. Oakwood (between Southfield and Oakwood Boulevard), Dearborn
Credit: 4 hours graduate credit
Target Group: Academic, public, and special librarians; archivists; MSLS students preparing to be archivists

Course: *LS 8518 The Curriculum and Library Media Program*
Instructors: Jean Fair, Professor, Teacher Education, WSU
Margaret Grazier, Professor, Library Science, WSU
Time: Thursdays — 4:30 to 8:00 p.m.
Place: Southfield Center — 25610 W. 11 Mile Road
Credit: 4 hours graduate credit
Target Group: School media specialists; MSLS students

NON-CREDIT WORKSHOP

Workshop: *New Directions in Technical Services*
A workshop on networking — its implication for technical services; OCLC in Michigan; in libraries of all types and sizes; non-print materials — organization, standards, aids.
Instructor: Edith Phillips, Associate Professor, Library Science, WSU, plus guest lecturers
Time: Four 3-hour sessions — 9:30 a.m. to 12:30 p.m. Wednesdays — October 13, 20, November 3, 10
Place: Birmingham Center for Continuing Education, 746 Purdy — Birmingham
Tuition: $40
Target Group: Technical services librarians

WINTER QUARTER 1977
(January 10-March 26, 1977)

COURSES

Course: *LS 6498 Problems in the Selection and Utilization of Learning Resources*
Programs to improve selection, evaluation, and utilization of library-media resources.
Instructor: Margaret Grazier, Professor, Library Science, WSU
Time: Tuesdays — 4:30 to 8:00 p.m.
Place: Birmingham Center for Continuing Education, 746 Purdy — Birmingham
Credit: 4 hours graduate credit
Prerequisite: Teaching or school library experience
Target Group: School media specialists; MSLS students

Course: *LS 7496 Legal Information Sources*
How to use basic legal tools, analyze legal problems, select and organize basic collections, borrow from law libraries, determine the border between library service and legal advice.
Instructor: Vernon Rayford, Law Librarian, Recoader's Court
Time: Wednesdays — 5:30 to 9:00 p.m.
Place: WSU Law Library — Room 287
Credit: 4 hours graduate credit
Target Group: Reference librarians in academic, public, and special libraries; institutions librarians; MSLS students

NON-CREDIT WORKSHOP

Workshop: *Service to Handicapped, Shut-In, Institutionalized*
Library and information needs of aged, mentally ill, mentally retarded, physically handicapped, blind, inmates of jails and prisons. Standards, special materials, delivery systems, programs.
Instructor: Genevieve Casey, Professor, Library Science, WSU, plus guest lecturers
Time: Five 4-hour sessions — 9:00 a.m. to 1:00 p.m. Wednesdays — February 23, March 2, 9, 16, 23
Place: Mount Clemens Public Library 150 Cass Avenue — Mount Clemens
Tuition: $50
Target Group: Public librarians

SPRING QUARTER 1977
(April 4-June 18, 1977)

COURSES

Course: *LS 7493 School Media Center Administration*
Planning, evaluating, and budgeting the library media program; strategies for dealing with major problems; techniques for promoting the media program in school and community.
Instructor: Margaret Grazier, Professor, Library Science WSU
Time: Tuesdays — 4:30 to 8:00 p.m.
Place: Birmingham Center for Continuing Education, 746 Purdy — Birmingham
Credit: 4 hours graduate credit
Target Group: School media specialists; MSLS students

Course: *LS 8515 Principles and Practices of Archival and Library Conservation*
Advanced course in library and archival conservation providing theory and practice of basic laboratory preservation and restoration treatment.
Instructor: Colonel Edward Gilbert
Time: Thursdays — 6:00 to 9:30 p.m.
Place: Greenfield Village Conservation Laboratory, Oakwood (between Southfield and Oakwood Boulevard), Dearborn

Credit: 4 hours graduate credit
Prerequisite: LS 8514
Target Group: Academic, public, and special librarians; archivists; MSLS students preparing to be archivists

NON-CREDIT WORKSHOPS

Workshop: *Public Relations for Public Libraries*
Modules on principles and techniques of communication, programming, press relations, radio and TV, exhibits and displays, working with community groups, use of educational films.
Instructor: Robert Garen, Chief, Educational Film Department, Detroit Public Library, plus guest lecturers
Time: Five 4-hour sessions — 9:00 a.m. to 1:00 p.m. Wednesdays — April 6, 13, 20, 27, May 4
Place: Henry Ford Centennial Library — Dearborn
Tuition: $50
Target Group: Public librarians

Workshop: *The Literature of Contemporary Ideas*
Trends, major figures, new directions, critical and bibliographic sources in contemporary poetry, drama philosophy, education.
Instructor: Genevieve Casey, Professor, Library Science, WSU with scholars/artists in each field
Time: Four 3½ -hour sessions — 9:30 a.m. to 1:00 p.m. Wednesdays — May 11, 18, 25, June 1
Place: Bloomfield Public Library — Bloomfield Township
Tuition: $40
Target Group: Academic, public, secondary school librarians library trustees; general public

COUNSELING AND COURSE INFORMATION

Please contact: Division of Library Science
Wayne State University
Detroit, MI 48202
(313) 577-1825

REGISTRATION

Please telephone: (313) 577-4616

Programs in multi-ethnic reference sources and library management are planned for spring 1977. Details to be announced later. Call 577-4616.

If you have suggestions for courses, workshops, programs, etc. Please contact us. 577-1825.

WAYNE STATE UNIVERSITY
Division of Library Science
Detroit, Michigan 48202

GOALS OF THE DIVISION OF LIBRARY SCIENCE

The purpose of the Division of Library Science is to enable graduates to perform effectively as librarians who have achieved some understanding and appreciation of the nature and the function of the library in the organization and communication of the recorded ideas, knowledge, and information of mankind.

To achieve this purpose, the Division in its program sets these goals for its students:

__To understand the ethic of the profession as it relates to the responsibilities of the library and of the librarian.

__To understand that the need, actual or potential, of the individual and the community for information is the foundation of the library as an institution.

__To be sensitive to the library's unique opportunity and responsibility in an urban multi-ethnic milieu.

__To understand basic concepts about the structure and organization of knowledge.

__To gain the skills essential for fulfilling the various requirements of specific library situations.

In order to realize these goals, objectives have been formulated:

1. To understand the interdependence of all social institutions and the role of the library within this social framework.

2. To understand the responsibilities of the librarian for providing and for protecting the individual's and community's right of access to recorded knowledge.

3. To understand the interrelation of libraries and the need for coordination in the improvement of library service.

4. To understand the relationship between research in librarianship and the strength of the profession.

5. To understand the need for continuous study and self-evaluation for professional growth.

6. To understand ways of identifying the needs of individuals and groups for library services, and of planning and evaluating programs designed to respond to these needs.

7. To understand the characteristics of the various disciplines, their structure, concepts, methods of investigation, and communication of the knowledge generated.

(over)

(objectives continued)

8. To understand the pattern of bibliographic control of the literature and the particular reference tools used to retrieve information for the scholar and for the layman.

9. To understand the principles and methods of selecting, acquiring, organizing, storing, retrieving, and disseminating the recorded information of mankind.

10. To understand the interrelation between the principles and methods of librarianship and social and technological change.

11. To understand that effective management is necessary to achieve the goals and objectives of the library.

The skills necessary to effect these objectives are incorporated within the curricula offered by the School.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE
MEDICAL LIBRARIANSHIP SPECIALIZATION
MSLS DEGREE

The following program, leading to the MSLS degree with specialization in medical librarianship, has been designed to integrate sound preparation for librarianship and special expertise in the health sciences field.

All courses must be taken at the graduate level in order to apply toward the graduate degree.

Group I (Required Courses)

L.S. 5497--Introduction to Librarianship	4 Cr.
L.S. 5495--General Reference Services	4 Cr.
L.S. 6494--Technical Services in Libraries	4 Cr.
L.S. 8494--Subject Reference and Bibliography: Science and Technology (Prereq: L.S. 5495)	4 Cr.
*L.S. 8497--Medical Bibliography and Medical Library Administration (Prereqs: L.S. 5495 & 8494)	4 Cr.
L.S. 8496--Subject Reference and Bibliography: Social Sciences (Prereq: L.S. 5495)	4 Cr.
L.S. 7499--Research Methods in Librarianship	4 Cr.

Group II (Highly Relevant Courses)

L.S. 7490--Graduate Professional Field Experience (Health Science Library) (Prereq: At least 24 hrs. in appropriate graduate library science courses and consent of supervising faculty.)	4 Cr.
L.S. 7492--Special Libraries (Prereq: L.S. 5497)	4 Cr.
OR	
L.S. 8491--College and University Library Systems and Services (Prereq: L.S. 5497)	4 Cr.
L.S. 5496--(Computer Science 0501) Computers and Research (Prereq: one and one-half units of high school algebra)	4 Cr.

Group III (Additional Relevant Electives)

L.S. 7515--Government Publications (Prereq: L.S. 8496)	4 Cr.
L.S. 8498--Advanced Classification and Cataloging (Prereq: L.S. 6494)	4 Cr.
L.S. 8492--Automation and Data Processing for Libraries (Prereqs: L.S. 5495, 5497, and 6494)	4 Cr.
L.S. 7496--Indexing and Abstracting	4 Cr.
Graduate level interdisciplinary courses in the health sciences related fields.	No more than 8 Cr.

*Written permission is required for registration in L.S. 8497, Medical Bibliography and Medical Library Administration.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

LS 8497: Medical Bibliography and Medical Library Administration: 4 Cr. Course Profile
Instructor: Larson

Rationale for inclusion in Curriculum:
The health sciences community, as major generators and users of an increasingly large share of the literature of the basic, applied and social sciences, requires well informed, well prepared and competent professional librarians capable of facilitating access to the medical literature. L.S. 8497 is designed to prepare the student to respond effectively to the multiple demands of health sciences librarianship.

Course Objectives:
To understand:

1. The nature, concerns, interactions, and complexities of the madical environment and the manner in which these influence the information component of the medical situation.
2. The generation, communication and modes of dissemination of bio-medical information.
3. The kind and extent of bibliographical control providing access to the medical literature.
4. The organization, control and impact of bio-medical library networks and consortia and the nature of the institutions associated with them.
5. The basic elements of management and administration needed to effectively plan and supervise the medical library as a special library.

Competencies expected:
The student will be expected to be able to:

1. Identify both the major factors and the diverse participants involved in the medical enterprise and recognize the role which each plays in the total medical situation.
2. Utilize his understanding of the medical environoment in order to respond to problem solving situations involving potential library participation.
3. Identify and use the major bibliographic reference tools and processes giving access to the medical literature.
4. Utilize medical terminology to advantage in the search process.
5. Trace and retrieve information pertinent to a given medical information need in both past and current literature and do this with reasonable speed.
6. Structure a relatively simple MEDLINE search.
7. Be prepared to propose solutions to internal situations involving the management of the medical library resources, facilities and technology.

Content:
Environmental setting of medicine; nature of the subject content of biomedicine and its attendant terminology; generation and communication of biomedical information (patient health status and services, health professionals, medical facilities, procedures and products, education, research); biomedical library networks; technical management.

Methodology:
Class discussion; Resource reading; on-site observation of hospital libraries; MEDLINE demonstrations; guest lecturers from the medical profession; In-library search assignments.

Basis for evaluation of student performance:
Class presentations; Term Paper; Laboratory Assignments; Final Examination.

October, 1975

A total of 45 credit hours in suitable graduate level courses is required for the granting of the MSLS degree. Courses listed in Group I are required (28 Cr. Hr.). The remaining credits may be taken in Groups II and III. It is highly advisable that the courses in Group II should be included. Group III courses have high relevancy and are suggested as desirable electives to fulfill the hour requirements for the MSLS degree.

The program as outlined above leads to the degree of Master of Science in Library Science (MSLS) and preparation for certification with the Medical Library Association.

For full-time students, Fall entrance is recommended since L.S. 5495, 8494, 8497, and 7490 must be taken in sequence. L.S. 8497 is offered in the SPRING QUARTER ONLY. The necessity of keeping this sequence in mind in scheduling cannot be over-emphasized.

While not a strict requirement, preparation in the biological sciences, as well as reading command of at least one foreign language, is highly desirable.

Both pre-admission and post-admission advising relative to medical librarianship is available and becomes a requirement when the Plan of Work is prepared. Appointments can be made with the Division and are invited.

WESTERN MICHIGAN

SCHOOL OF LIBRARIANSHIP

PROGRAM AND COURSE DESCRIPTIONS

only the minor at the undergraduate B.A. or B.S. level. The major in librarianship was placed at the graduate level. This provides a curriculum based on the undergraduate sequence in library science and leads to the Master of Science in Librarianship. In 1966 the sixth year program for the Specialist degree was inaugurated. The School is also the center for an interdisciplinary program in the field of information science.

In 1958 in recognition of the broadened scope of the curriculum the department was transferred to the School of Graduate Studies. In 1970 the department became the School of Librarianship in The Graduate College.

The School of Librarianship holds membership in the Association of American Library Schools, the American Library Association, the Special Library Association, the Michigan Library Association, the Music Library Association, and the Medical Library Association, among others.

ACCREDITATION

The graduate program of the School of Librarianship was accredited in 1975 under the new Standards for Accreditation of the American Library Association, adopted in 1972.

PURPOSE

The purpose of the School of Librarianship is to prepare qualified students to become effective librarians in today's changing world of communication. Instruction is aimed at presenting a clear knowledge of principles in the major areas of librarianship, promoting a multi-media approach to all library work, and instilling an attitude of creative service.

CURRICULUM GOALS FOR THE MASTER'S DEGREE PROGRAM

1. To acquaint the student with the development, concepts, principles and problems of librarianship so that he can interpret the role and potential of the library in contemporary society.
2. To introduce the student to the specific social, cultural, informational and recreational needs of contemporary society that can be entirely or partially met by library services.
3. To introduce the student to the theory, principles and techniques of building and administering library collections, including the identification, evaluation, selection, acquisition, organization, preservation and dissemination of information; and to acquaint him with methods for building and administering these collections.
4. To provide the opportunities for the student to relate theoretical knowledge to the technique used and problems encountered in the functioning library.
5. To acquaint the student with the administrative theory and management techniques which will give him the ability to establish library goals, to plan an organization, and to implement and evaluate operational and service programs.
6. To provide opportunities for the student to develop specialization by function, type of library and/or type of clientele. (As related to bibliography courses).
7. To introduce the student to the process of communication and to provide opportunities to develop the communication skills needed in libraries.
8. To encourage the student to continue his education in library science and related fields and to accept a positive commitment to such continuing education throughout his career.
9. To introduce the student to the theories and basic methodologies of research to enable him to interpret, evaluate, and use the findings of existing research and identify additional research needs.
10. To introduce the student to the concepts of professionalism, including preservation of open thought and expression, and to encourage him to accept the reponsibilities of the library profession.
11. To introduce the student to information science and technology.

LOCATION AND LIBRARY RESOURCES

The School of Librarianship is located on the second floor of the Dwight B. Waldo Library. The School occupies the east wing of the library. The physical facilities include the departmental laboratory library, three classrooms, a seminar-lounge, offices for faculty members, a typing room, a cloak and locker room, and a kitchen.

Two of the classrooms are of a conventional nature, while the third has been designed for special problems in technical processing. Each room contains a permanent viewing screen and outlets for both regular broadcast and closed circuit television reception. A mobile teletype terminal connecting the school with the university computer facilities can be utilized in several locations in the area.

The School of Librarianship maintains a professional laboratory library which has been recognized as one of the finest in the nation. The Laboratory Library houses several collections (approximately 36,500 volumes): the professional collection of books and microforms in library science and the related fields of education, management, and printing and bookmaking; the Children's and Young Adult collection of books and audio-visual materials; a collection of Rare and Historical Children's Literature; current periodicals (418), and bound periodicals (2,220). Seating is available for two hundred students, and areas are set aside for programmed instruction and previewing of materials.

The proximity of faculty offices to the teaching area makes it possible for students and faculty to meet formally and informally to analyze readings, field trips, class work and other learning experiences. The seminar room serves as a classroom, reception room for speakers, lounge for students, and provides facilities for small group discussions.

Since the School of Librarianship is located in the Dwight B. Waldo Library, additional library resources are easily accessible in the university libraries, which contain 1,366,906 items and receive over 5,901 periodicals. Also located on campus are the auxiliary resources of the Educational Resources Center which contains professional education materials and is particularly valuable in enriching the curriculum for those interested in school librarianship. The Music Library located in the Harper Maybee Music Hall, the Business Library in North Hall and the Physical Sciences Library in Rood Hall contain additional useful collections, as does the Audio-Visual Center in Waldo Library. The following other local libraries provide opportunity for study and observation: the Kalamazoo College and Nazareth College libraries, the medical libraries in the two hospitals, the Upjohn Company libraries, the Kalamazoo Public Library, and the Learning Resources Center of the Kalamazoo Valley Community College.

THE GRADUATE PROGRAM

MASTER OF SCIENCE IN LIBRARIANSHIP

ADMISSION REQUIREMENTS

Applicants for admission to graduate study for the degree of Master of Science in Librarianship must first be admitted to the Graduate College. The application forms and Graduate Bulletin are available on request from the Graduate Office. A student must complete an Application for Permission to Enroll and submit an undergraduate transcript that gives evidence of satisfactory completion of the bachelor's degree, indicating an average grade of at least 3.0 (B) in the last two years of undergraduate study. A student must pass the English Entrance Exam in the 50th percentile or better. A non-credit English course must be passed by students failing the English Entrance Exam. Full-time students are urged to begin their study in the summer or fall.

In addition to the general admission requirements of the Graduate College, applicants must complete the admission form on the last page of the School's bulletin and meet the following departmental requirements:

1. Academic Qualifications—A bachelor's degree from an accredited college or university. The undergraduate college program should include courses in science, literature, social sciences and the arts, with concentration in at least one of these areas.
2. Scholarship Record—The minimum grade point average of the applicant should be a 3.0 (a "B" average) for the courses taken in the last two years of undergraduate study. However, a person who cannot meet this requirement and feels that he has compensating qualifications may state his case and his application will receive special attention.
3. Health—The demands made on individuals by the school's course of study and by subsequent practice of the profession of librarianship require a substantial measure of physical and mental health. Applicants with significant problems in these areas will be individually counseled regarding their potential success in meeting curriculum requirements and their future prospects for employment in libraries.
4. Interest in Librarianship—Each applicant must accompany his application with a one page letter in English, stating his reasons for desiring to enter the field of librarianship.
5. Personal Interview—Applicants may be required to have a personal interview.
6. Statements of Recommendation—Application must include the names and addresses of at least three persons who have recent knowledge of the applicant. Preferably these should be employers and/or college teachers. These references should be able to give information concerning the verbal facility, intellectual capacity, personal and professional promise, and motivation of the applicant.

CANDIDACY FOR THE MASTER'S DEGREE

The student is required to file application for candidacy during the semester in which the ninth hour of graduate credit at Western Michigan University is being completed. Application forms are available in the Graduate Office or in the School of Librarianship. To be eligible for candidacy, a student must have:

1. An average of "B" in all graduate work completed in residence, as well as overall work.
2. The recommendation of the School.
3. All deficiences indicated on the Permission to Enroll form cleared.

DEGREE REQUIREMENTS

1. Successful completion of 30-36 semester hours of approved graduate courses of which a minimum of 15 semester hours must be in library science at the graduate level (600 or higher).

   Candidates who have completed 9-12 semester hours in an approved program in library science with at least a "B" average at the undergraduate or post-baccalaureate level may fulfill the degree requirements in the minimum 30 hours required of all graduate students at Western. These candidates may elect from 8-10 semester hours in related fields with the approval of the graduate advisor.

   Candidates without previous academic training in library science will need to take the Required Courses plus the Elective Courses in the field of their special interest to total 36 semester hours.

2. Completion of a minimum of one full-time summer or spring session (five semester hours minimum) or one full-time semester (nine semester hours minimum). All requirements for the M.S.L. degree must be completed within six years from the date of the first enrollment. *See Special Requirements and Procedures, page 18.

ADMISSION—DATES

Admission to The Graduate College is required for permission to register for graduate classes on campus. A student planning to register for courses must apply for admission no later than:

July 1	Fall Semester
November 1	Winter Semester
March 1	Spring Session
May 1	Summer Session

Foreign students should request an application and instructions from the Office of Foreign Student Affairs, Student Services Building, Western Michigan University, and should observe deadline dates established by that office.

ADMISSION—APPLICATION FEE

APPLICATION FEE—A non-refundable payment of $10 must accompany each new application for admission to The Graduate College

SPECIAL MASTER'S DEGREE PROGRAMS

INFORMATION SCIENCE PROGRAMS

The past decade has shown a great growth in the use of computers in library and information work. To help fill the need for people educated and trained in this area, the School of Librarianship offers two graduate degree programs in information science: a 36-hour Master of Science in Librarianship (M.S.L.) degree program and a 30-hour Master of Science (M.S.) degree program. The M.S.L. degree program is accredited by the American Library Association. Students taking this program take the required courses for the M.S.L. degree plus special information science courses. The M.S. degree program allows the student to concentrate his/her studies in the field of information science and to "tailor" a graduate program of studies to the student's condition and interests in the field of information science.

Both programs include ample opportunity to learn computer programming and computer use through the University's interactive time-sharing computer system. Graduates of the programs will have competencies in one or more of the following areas: library automation and information retrieval, administration of special libraries or information centers using automated techniques, automated language processing, indexing and abstracting, systems analysis, operations research, and other research methods for libraries and library networks. Students interested in these degree programs should request the brochure describing the information science programs.

MAP LIBRARIANSHIP PROGRAM

A graduate program leading to the Master of Science in Librarianship has been developed, in conjunction with the Department of Geography, to prepare qualified map librarians. This thirty-six hour program combines basic and advanced courses in library science with courses in map interpretation and organization and includes work in administration, acquisition, organization, processing, and interpretation techniques. Special features are an audio-tutorial introduction to map interpretation and a professional field experience in a map library.

SCHOOL MEDIA PROGRAM

A new program for School Media Specialists will be introduced in the fall of 1976. The program will be jointly administered by the School of Librarianship and the Educational Communications and Technology Unit of the Department of Teacher Education. Courses will be offered in both areas.

The primary aim of this graduate program is to prepare students to accept the role and responsibilities of the modern school media specialist. In today's school, traditional librarianship responsibilities have expanded to encompass selection, organization, and promotion, as well as production of all forms of media. Simultaneously the role of the media specialist is evolving from one in which the specialist is primarily administrator to one in which the specialist consults and plans with teachers in the process of instructional development. Students will find course work at Western responsive to all of these major demands being placed upon the media specialist by current trends in the schools.

Students MUST SEE A COUNSELOR BEFORE ENROLLING to plan a course schedule which assures competencies in the areas covered by the following courses:

*LIB	510	(3)	Building Library Collections
*LIB	512	(3)	Reference Service
*LIB	631	(3)	Technical Services for School Media Centers
*TEED	548	(3)	Audiovisual Media I
LIB	542	(3)	Reading Interests of Young Adults
LIB	546	(3)	Storytelling
TEED	549	(3)	Audiovisual Media II
LIB	607	(2-3)	Library Experience
LIB	616	(3)	Materials & Methods for School Media Programs, K-12
LIB	617	(3)	Reading Guidance for Children
LIB	622	(4)	Library Administration and Management
LIB	629	(3)	Library Research
TEED	646	(3)	Instructional Development
LIB	650	(2)	Seminar: Professionalism and the School Media Specialist
LIB	712	(2-4)	Professional Field Experience

*Students should take early in program.

Students entering the program with an undergraduate major or minor in librarianship will be encouraged to elect such courses as Data Processing, Subject Bibliography, School Curriculum, Photography, etc. Specialization in the School Media Program will lead to School Library Certification for either elementary or secondary school media centers. Students desiring K-12 certification should discuss this with a counselor.

SPECIALIST DEGREE IN LIBRARIANSHIP

(Sixth Year Program)

The Specialist Degree in Arts or in Education is offered by the School of Librarianship for post-master's study in an individually designed program to prepare librarians for leadership roles in the profession. Students may concentrate on advanced study in school media administration, in community college administration, information retrieval, outreach services in the public library, or subject specialization.

The specialist degree usually requires one year of graduate study (30 hours) beyond the master's degree and provides a planned program for those who desire or need additional study short of the doctorate degree for self and career improvement. Special consideration will be given to part-time students who may wish to schedule their study over a longer period of time. Students may combine advanced study in librarianship with cognate courses in other fields, such as education, sociology, management, communications, and computer science. A major research paper is required, which relates closely to the student's interest and overall program. Field experiences relevant to the study may be used as a basis for the paper. A faculty committee to assist in designing methodology and structuring content is assigned each student. An oral examination is required upon completion of the paper. Seminars, independent study and a specialized professional internship are features of the plan.

Applicants must be admitted to the Graduate College and to the School of Librarianship. In addition, the following requirements must be met:

1. Master's degree in librarianship from a program accredited by the American Library Association, earned with a minimum grade point average of 3.25 (A=4).
2. One year of successful library experience after completion of master's degree.
3. Completion of the Graduate Record Examination, Aptitude Section and one Advanced Section, with acceptable scores.

THE GRADUATE CURRICULUM

The student's program will consist of the required courses plus additional courses chosen from the group of electives after consultation with the student's graduate advisor. If the graduate student has completed the courses numbered 510, 512, and 530 prior to admission to the Graduate Curriculum, he will not need to repeat these courses, but may substitute electives either in librarianship or in related fields.

REQUIRED COURSES		Semester Hours
510	Building Library Collections	3
512*	Reference Service	3
530	Introduction to Classification and Cataloging	3
600	Libraries and Librarianship	3
622	Library Administration and Management	4
629	Research Methods in Librarianship	3

Note: 531 and 650 are required in the School Media Program instead of 530 and 600.

ELECTIVE COURSES:

506	Introduction to Computers	1
542*	Reading Interests of Young Adults	3
546*	Storytelling	3
598	Readings in Librarianship	1-3
602*	History of Books and Printing	3
607	Library Experience	2-3
612	Subject Bibliography: The Humanities and Social Sciences	3
613	Subject Bibliography: The Sciences	3
614	Government Publications	3
616*	Materials and Methods for School Library Programs, K-12	3
617*	Reading Guidance for Children	3
618	Libraries and Multi-Sensory Communication Media	3
624	Library Service to Children and Young Adults	3
627	Administration of the School Media Center	3
628	Survey of Special Libraries	3
630	Advanced Classification and Cataloging	3
631	Technical Services for School Media Centers	3
632	Technical Services Seminar	3
634*	Library Automation	3
635*	Information Storage and Retrieval	3
636*	Indexing, Abstracting and Automated Language Processing	3
644*	Adult Reading Interests	3
645*	Library Service to the Disadvantaged Child	3
650	Advanced Seminar in Librarianship	2-4
652	Seminar in International Librarianship	3
655	Seminar in Library Education	3
690	Studies in Librarianship	2-6
700	Thesis	6
710	Independent Research	2-6
712	Professional Field Experience	2-6
720	Specialist Project	6

* Courses open to students in other departments

Candidates preparing for school media center service must meet the teacher certification requirements in the state in which they wish to be employed.

SPECIAL REQUIREMENTS AND PROCEDURES

FOREIGN STUDENT REQUIREMENT

In addition to the general requirements, a foreign student may be required, upon the advice of the graduate counselor, to take additional preparatory courses in such areas as American culture, literature, history, etc. These courses will not be credited toward the master's degree.

For the purposes of this requirement a foreign student is defined as anyone who is not a citizen of the United States of America.

GRADUATE GRADE POINT AVERAGE

1. Any student who receives a grade of "C" in three librarianship courses is not eligible for the M.S.L. degree, regardless of the number of credit hours of "A" or "B" on his transcript.
2. Each credit hour of "C" must be balanced by one credit hour of "A" in a librarianship course. No course from another department will be acceptable to balance a grade of "C" in a librarianship course, unless approved by the graduate advisor

TRANSFER CREDIT

Six hours of graduate credit may be transferred from other schools provided:

1. The credits were earned in a library school program accredited by the American Library Association and are of B grade or better. The student's average for graduate work taken at the other institution must also be "B" or better.
2. The Graduate College has approved the credits for transfer.
3. The student's graduate advisor in the School of Librarianship has verified that the credits contribute to the student's program of study. No credits taken by correspondence may be transferred.

RE-ENTRY

Ordinarily students who have once been admitted to the School of Librarianship need not file for re-entry except for the following reasons:
1. They have taken only extension classes.
2. They have not taken a class on campus within the past calendar year.
3. They have completed a degree and received a diploma.

If re-entry is necessary, a student must notify the Graduate Office no later than the final day of admission for the semester in which he wishes to register.

COUNSELING

Graduate and undergraduate counseling is available to students desiring advice concerning course selections. Undergraduate counselors are assigned according to alphabetical division. Each graduate student is assigned to a counselor who has knowledge of the requirements of the type of library in which the student is interested. A student should confer with his counselor regularly.

SUMMER SESSION

The entire curriculum is offered in consecutive summer sessions. The course content and credits are equivalent to those offered in the regular session. Admission and degree requirements are the same as those for the academic year. A normal summer session load is 6 semester hours.

PART-TIME STUDENTS

Late afternoon, evening and Saturday morning classes are offered for the convenience of part-time students. All requirements for the M.S.L. degree must be completed within six years from the date of the first enrollment.

REGULATIONS OF THE GRADUATE COLLEGE

Students in the School of Librarianship are governed by the regulations of The Graduate College and, therefore, should familiarize themselves with The Graduate College Bulletin.

Mr. William K. Smith and Mrs. Ardith B. Embs, faculty members, chat with Dr. Jean E. Lowrie, Director of the school.

THE UNDERGRADUATE PROGRAM

The School of Librarianship offers only a minor in the undergraduate program. The required courses are taken mainly at the junior and senior level and may be completed by a transfer student during his last two years of study.

The undergraduate curriculum leads to the B.A. or B.S. degree and is designed for (1) candidates for the Bachelor's degree with teacher certification who wish to qualify as teacher-librarians, (2) candidates for the Bachelor's degree who wish to pursue a pre-professional curriculum in preparation for advanced work at the master's degree level. In order to acquire his professional degree the student should plan for a fifth year of study in librarianship.

ADMISSION

Admission to the School of Librarianship is granted through the office of the Director of Admissions where application forms may be obtained upon request. Transcripts from colleges previously attended should be sent to the Director of Admissions. Regularly admitted students are eligible to take the introductory course in Librarianship and to apply in the office of the School for admission to the Librarianship Curriculum. Students from other colleges who wish to transfer as juniors or seniors will follow the above procedure and also arrange for a personal interview, if possible, in the School of Librarianship. Students are strongly urged to acquire skill in typing.

STATE ELEMENTARY OR SECONDARY PROVISIONAL CERTIFICATE

For Teacher Librarian/B.A. or B.S. Degree

A.	Minimum hours required for this curriculum	122 hrs.
B.	Course Requirements	
1.	General Education requirements as described in the Undergraduate Catalog must be met.	
2.	Teacher Education	21-24 hrs.
	See elementary, junior high and senior high curricula requirements in Undergraduate Catalog.	
3.	Librarianship	20-23 hrs.
	Librarianship as a Profession: Introduction 100 (Strongly recommended for elementary; required for secondary	2 hrs.
	Fundamentals of Library Organization 230	3 hrs.
	Building Library Collections 510	3 hrs.
	Reference Service 512	3 hrs.
	Introduction to Classification and Cataloging 530	3 hrs.
	School Media Center Experience 407	3 hrs.
	*Reading Interests of Young Adults 542	3 hrs.
	**Storytelling 546	3 hrs.
	Instructional Materials, K-12 416	3 hrs.
4.	Humanities	22 hrs.
	Modern foreign language	8 hrs.
	Children's Literature 282 (elementary and junior high)	4 hrs.
	English electives	4-8 hrs.
	Communication Arts and Sciences elective	3 hrs.
	Elective (junior high and secondary)	3 hrs.
5.	Social Science	3-9 hrs.
	Political science (government) elective	3 hrs.
	History electives (junior high and secondary only)	3-6 hrs.

6. Science
   Elective ..... 3-6 hrs.
   (elementary and junior high—see curricula requirements)
7. Physical Education or Military Science ..... 2 hrs.

*Required only for teacher-librarian candidates in the secondary curriculum.

**Required only for teacher-librarian candidates in the elementary curriculum.

C. Candidates for the secondary provisional certificate must elect a major or group major of 30 or 36 hours in subjects or subject fields taught in the secondary school; candidates for the elementary provisional certificate must elect an additional minor or group minor of 20 to 24 hours.

D. A portion of the Directed Teaching period is spent in a selected school media center.

E. The candidate must satisfy the requirements of the B.A. or B.S. degree.

PRE-PROFESSIONAL CURRICULUM/B.A. or B.S. Degree

Candidates in the School of Liberal Arts who enroll in the Librarianship Curriculum must fulfill the requirements for the B.A. or the B.S. degree including: (1) general education; (2) a major in a subject field; (3) a minor in librarianship. A typical pre-professional library science program of studies follows:

COURSE REQUIREMENTS

1. General Education requirements.
2. Humanities
   - Modern Language ..... 8 hrs.
   - English electives ..... 6 hrs.
   - Communication Arts and Sciences elective ..... 3 hrs.
   - Elective ..... 3 hrs.
3. Sciences
   - Elective ..... 3 hrs.
4. Social Sciences
   - Political Science elective ..... 3 hrs.
   - History elective ..... 3 hrs.
   - Sociology elective ..... 3 hrs.
   - Elective ..... 3 hrs.
5. Librarianship
   - Librarianship as a Profession: Introduction 100 ..... 2 hrs.
   - Fundamentals of Library Organization 230 ..... 3 hrs.
   - Building Library Collections 510 ..... 3 hrs.
   - Reference Service 512 ..... 3 hrs.
   - Introduction to Classification and Cataloging 530 ..... 3 hrs.
   - Reading Interests of Young Adults 542 or Storytelling 546 or Teacher Education 548 ..... 3 hrs.
6. Physical Education or Military Science ..... 2 hrs.
7. Electives and Departmental Requirements for Subject Major ..... 24-30 hrs.

Total hours required for graduation ..... 122 hrs.

Upon completion of the bachelor's degree, a student may enter the professional librarianship curriculum in The Graduate College at Western Michigan University. The pre-professional librarianship program, outlined above, constitutes a portion of a five-year program which includes two years of general studies, two years of advanced work in the major field and a library science minor, followed by one year of graduate work in librarianship and related fields.

ENRICHMENT OPPORTUNITIES

BETA PHI MU

Kappa Chapter of Beta Phi Mu, the national honorary professional fraternity, was established at Western Michigan University in June, 1966. Graduates with an average of 3.75 or higher, who show promise of a successful professional career, are eligible for membership in this organization. The Beta Phi Mu scholarship award is given to the two initiates who earn the highest grade point averages and show the greatest promise of success in the profession.

STUDENT LIBRARY ORGANIZATIONS

Graduates and undergraduates in the School of Librarianship have organizations which are both social and professional. The Graduate Library Students were formally organized in 1969. This group appoints members to several committees in the School and assists in special guest lecture programs, and the social hours following them. Noontime "rap sessions," featuring faculty and alumni speakers, are planned by G.L.S. members, as are trips to professional meetings, field trips and social activities.

The Student Library Association, for undergraduate students, meets monthly for programs, field trips and social events. All students in the librarianship curriculum are invited to join one of these groups.

FIELD EXPERIENCE

A field experience in one of the selected cooperating school, public, college or special libraries is recommended for all students at either the undergraduate or graduate level. School libraries in the area serve as centers for field work for the preparation of school media specialists and selected cooperating libraries throughout the nation serve as field assignment sites for other areas of librarianship.

EXTENSION COURSES

Since the fall of 1970 Western Michigan University and the University of Michigan have jointly sponsored in Grand Rapids a program of basic courses required for the master's degree in librarianship. These classes, crosslisted by both schools, are offered at the University Center at 104 Division Avenue, N., Grand Rapids.

A schedule of graduate courses in librarianship has been developed to aid students in planning their degree programs. All courses must be approved by the student's counselor and students must meet requirements for the degree program. For information about dates, times, location, instructors and textbooks, contact the University Center (Telephone: WMU—454-9841) or the School of Librarianship.

MINICOURSES

Minicourses offering concentrated study of a topic of current interest are designed for practitioners in the field and advanced librarianship students. These courses carry one hour of credit and require three hours of class attendance at a time scheduled once weekly for five successive weeks. Students may elect one or more minicourses per semester

Subjects covered recently have included matters of interest to the school media specialist, such as crisis management for the school media center, early childhood programs, and the secondary school reading program as

it relates to the school media center. Public librarians have been enrolled in minicourses exploring information and referral programs, service to the senior citizen, and communication techniques. Future offerings will include courses on library automation, teacher centers, academic library orientation, and conservation and restoration of materials.

ALBERTA L. BROWN LECTURES

The Alberta L. Brown Lectures in Special Librarianship honor Miss Alberta L. Brown, former Head Librarian of the Technical Library of the Upjohn Company and faculty member of the School of Librarianship. These annual lectures are financed by a grant from the Upjohn Company of Kalamazoo and feature outstanding special librarians in a lecture series scheduled each spring session. Students, faculty and the public are invited to attend.

Mr. Allison Bryant, President of Graduate Librarianship Students, and Miss Alberta Brown examine lecture materials.

SCHOLARSHIPS AND FINANCIAL ASSISTANCE

GRADUATE FELLOWSHIPS AND ASSISTANTSHIPS

The Graduate College, Western Michigan University, offers awards to students planning to pursue full-time graduate study. These awards are open to any student in a graduate field. University fellowships of $3,000 for the academic year do not require professional services from the student. Thurgood Marshall fellowships of $1,000 per semester are awarded on a work-study basis to students of minority groups. Applications must be filed with the Director, Graduate Student Personnel, The Graduate College, Western Michigan University by February 15.

Graduate assistantships of $3,600 are offered by the School of Librarianship. Assistants are expected to work twenty hours per week in the School, assisting the faculty in professional activities. Application should be made by February 15 to the Director of the School of Librarianship.

SCHOLARSHIPS FOR GRADUATE AND UNDERGRADUATE STUDY

Scholarships from the University are available for undergraduate students from all curricula. For details about the scholarships and application forms, write to the Office of Student Financial Aid and Scholarships, Western Michigan University.

Martin Luther King fellowships are awarded on a work-study basis to undergraduate students to minority groups. Undergraduates should apply to Mr. Chauncey J. Brinn, Assistant to the Vice President of Academic Affairs, 2052 Administration Biulding.

The Alice Louise Le Fevre Scholarship of $350 is also awarded each year by the School of Librarianship.

LOAN FUNDS

Alice Louise LeFevre Memorial Fund. Applicants must be graduate students enrolled in the School of Librarianship and in good academic standing. Loans will be made up to a three-year period at a 3½ percent interest rate. The maximum amount any person may receive is $500. Applications should be made directly to the Director of the School of Librarianship, Western Michigan University.

A student studying librarianship can also apply for either a National Direct Student Loan, a Michigan Higher Education Assistance Authority Student Loan or a United Student Aid Funds, Inc. Student Loan (for out-of-state students only), providing they meet the requirements as set forth by the Office of Student Financial Aid.

PART-TIME EMPLOYMENT (WORK-STUDY)

The School of Librarianship has no formal work-study arrangements with libraries in the area. However, many libraries hire librarianship students in student assistant positions. The rate of pay varies in these libraries, but students will usually be compensated at an hourly rate commensurate with completion of their librarianship course work and their experience.

Decisions as to the hiring of students are made by the librarians of each library. The School of Librarianship serves only in a liaison position between students and employers and as an agent for publicizing vacancies. Students are expected to make direct contact with employers.

The following libraries regularly employ librarianship students and keep an active application file: University Libraries, Western Michigan Univer-

sity. (Contact Mr. Paul Knudstrup, Administrative Assistant to Director, Waldo Library); Laboratory Library, School of Librarianship, Western Michigan University, (Contact Mrs. Regina Berneis, Laboratory Librarian, School of Librarianship); Kalamazoo Public Library, (Contact Administrative Assistant, Kalamazoo Public Library, 315 S. Rose Street, Kalamazoo, MI. 49006). These libraries employ graduate students on an intermittent basis and publicize their openings, when they occur, through the School of Librarianship: Upjohn Library, Kalamazoo College; Veteran's Administration Hospital Library, Fort Custer, Battle Creek; Technical Library, Upjohn Company, Kalamazoo; Public Library, Sturgis, Michigan; Mitchell Public Library, Hillsdale, Michigan.

The Office of Student Financial Aid, Student Services Building, W.M.U. also assists students in finding work on and off campus. Some federally funded work-study positions in campus libraries are available through this office to students who meet eligibility requirements.

Students should watch the bulletin board in the hall outside the librarianship office for postings of student job opportunities. They are also invited to contact the Administrative Assistant, School of Librarianship, for further information.

PLACEMENT

Placement service is offered to librarianship students through the cooperative efforts of the University Placement Center and the School of Librarianship. Numerous requests are received daily from libraries of all types seeking qualified candidates. Although the School of Librarianship does not guarantee positions to its graduates, it assists students in finding the positions for which they are best adapted. Students must register in the Placement Center so that credentials may be assembled for prospective employers.

HOUSING AND EXPENSES

HOUSING

ON-CAMPUS RESIDENCE HALLS: Twenty-one residence halls for graduate and undergraduate students are available. All residence halls provide room and board with the exception of two halls where room only is available. Admission to the University does not guarantee housing. However, housing materials are sent to admitted students from the University Housing Facilities Office. After admission is granted available facilities are assigned according to the date the application-contract is received in the University Housing Facilities Office. Cost of room and board is $720.00 per semester, payable in three installments.

ON-CAMPUS HOUSING: Married students may apply for married student apartment housing by requesting an application from the University Housing Facilities Office. Because only a limited number of married student apartments is available, it is extremely important that applications be filed as early as possible. Admission to the University is not required before applying for married housing; however, it would have to be assured before an assignment could be made. Cost of apartments is $110-127 for one bedroom, $120-137 for two bedrooms.

All on-campus housing questions should be directed to Manager of Residence Halls, Student Services Building. All questions concerning off-campus housing should be directed to Area Coordinator, Off-Campus Housing, Student Services Building.

STUDENT FEES FOR UNDERGRADUATE AND GRADUATE STUDY, 1976-77

Michigan resident undergraduates	$22.50 per hour
Resident graduate students	$30.50 per hour
Out of state undergraduates	$54.50 per hour
Out of state graduate students	$70.50 per hour

All costs, fees and housing expenses are subject to change without notice.

The $10 service fee for students carrying less than three hours will be waived for students enrolled in minicourses.

DESCRIPTION OF COURSES

UNDERGRADUATE

100* LIBRARIANSHIP AS A PROFESSION: INTRODUCTION 2 hours

An introductory survey to acquaint students with the various types of services offered in the modern library as a social, cultural and educational institution. Students will be able to explore areas of interest, to observe various activities performed in selected libraries, and to discuss current issues with notable librarians.

230 FUNDAMENTALS OF LIBRARY ORGANIZATION 3 hours

A study of the practical methods for acquisition, processing and circulation of books and other materials and for the maintenance of essential business records. Emphasis on simple organization of library materials for effective use in schools and small public libraries.

407 SCHOOL MEDIA CENTER EXPERIENCE 3 hours

An introduction to library activities and services through assignment to a selected school media center. A minimum of 90 hours of observation and participation under supervision of the cooperating school media specialist and a library school faculty member is required. Must be elected before Directed Teaching. Credit/no credit. Approved application required.

416* INSTRUCTIONAL MATERIALS, K-12 3 hours

Identification and characteristics of media which support classroom instruction in the elementary and secondary schools. Introduction to broad range of print and non-print materials and the process of evaluation in the light of instructional needs.

UPPERCLASSMEN AND GRADUATE STUDENTS

506 INTRODUCTION TO COMPUTERS 1 hour

A standard programming language is used to acquaint students with the computer facility at WMU. Student-written computer programs are executed and related to a variety of computer applications that illustrate programming techniques and computer growth and development in contemporary society. Prerequisite: 1½ years of high school algebra or Math 100.

*Course open to students in other departments.

510 BUILDING LIBRARY COLLECTIONS 3 hours
Principles of selection and evaluation of books and non-book materials. Appraisal of printed aids, book reviewing media and other sources of information used in building the library collection. Opportunity given for developing competence in writing annotations and book reviews.

512* REFERENCE SERVICE 3 hours
Introduction to a variety of materials which can serve as sources of reference and bibliographic information. Critical examination and evaluation of reference materials is a basic emphasis. Attention is given to organization and methods of reference services in libraries.

530 INTRODUCTION TO CLASSIFICATION & CATALOGING 3 hours
Introduction to basic cataloging and classifying principles and procedures. Includes theoretical study and practical application of descriptive cataloging, rules for determining main and secondary entries, subject cataloging, and classifying according to the Dewey Decimal Classification scheme. Processing non-book materials and the development, use and maintenance of library catalogs are included. Laboratory experience is required.

542* READING INTERESTS OF YOUNG ADULTS 3 hours
Study of the fields of literature suited to the interests of young people. Students are given opportunity through wide reading to develop principles and standards for the selection of the book collection. Includes an introduction to methods of stimulating broader reading interests and conducting group book discussions with young people.

546* STORYTELLING 3 hours
Underlying principles of the art of storytelling as a means of developing appreciation of literature and stimulating an interest in reading. Includes content and sources of materials, techniques and practice in telling stories before groups of children and planning the story hour program.

598 READINGS IN LIBRARIANSHIP 1-3 hours
Offers a program for the advanced student for independent study in a special area of interest, arranged in consultation with the graduate advisor. Written permission of instructor required.

OPEN ONLY TO GRADUATE STUDENTS

600 LIBRARIES AND LIBRARIANSHIP 3 hours
An introduction to librarianship through study of the historical development of the library, the function of the modern library and its contributions to society, librarianship as a profession and current trends. Independent study and small group discussions.

602* HISTORY OF BOOKS AND PRINTING 3 hours
Study of the development of the book from the earliest period to modern times. Considers the appraisal of the physical book as well as its relationship to social and cultural developments. Includes history of the alphabet, early writing materials, manuscripts, invention and spread of printing and evolution of book production.

*Course open to students in other departments.

607 LIBRARY EXPERIENCE 2-3 hours
An introduction to library activities and services through assignment to a selected library. For each credit hour received 35 hours of supervised library experience are required. May be taken only with permission of the student's graduate advisor, and when an appropriate situation is available. Credit/no credit.

612 SUBJECT BIBLIOGRAPHY:
THE HUMANITIES AND SOCIAL SCIENCES 3 hours
A study of specialized reference tools and bibliographical sources in the social sciences and the humanities. Each student will be expected to study and report on the literature and bibliographical development of a topic of his choice. Prerequisite: Librarianship 512 or equivalent. 612 need not precede 613.

613 SUBJECT BIBLIOGRAPHY: THE SCIENCES 3 hours
A study and evaluation of representative bibliographical and reference tools in the physical, biological and applied sciences. Emphasis on factors related to scientific reference service and search strategy. Prerequisite: Librarianship 512 or equivalent.

614 GOVERNMENT PUBLICATIONS 3 hours
Study of city, state, and federal documents and those of selected international agencies such as the United Nations. Problems of acquisition, organization and use of such collections in various types of libraries. Prerequisite: 512 or equivalent.

616* MATERIALS AND METHODS FOR SCHOOL MEDIA PROGRAMS, K-12 3 hours
Cooperative role of media specialist, teachers and other school personnel in evaluation, selection and utilization of media appropriate to the instructional program. Oral and written critical analysis of print and non-print materials combined with effective ways of working in all types of organizational patterns.

617* READING GUIDANCE FOR CHILDREN 3 hours
A study of the development of children's literature from approximately the 8th century in England and the American Colonial period to the present time. Includes principles and techniques in guidance of children's reading interests and evaluation of current literature.

618 LIBRARIES AND MULTI-SENSORY COMMUNICATION MEDIA 3 hours
A study of modern multi-sensory aids employed in communicating ideas and considered in relation to their effect on libraries. Emphasis will be placed on program development through effective use of multi-media materials. Mass communications media and new instructional methods for fulfilling the objectives of public, school and college libraries will be examined.

622 LIBRARY ADMINISTRATION AND MANAGEMENT 4 hours
An introduction to administrative theory and principles of management as they relate to the overall development, implementation and evaluation of library service and organization. General sessions plus small group instruction provide an opportunity to examine application of the above principles in public, academic, school and special library situations.

*Course open to students in other departments.

624 LIBRARY SERVICE TO CHILDREN & YOUNG ADULTS 3 hours
The functions and administration of public library service for children and young adults. Emphasis on coordination with school libraries and other community agencies, program development in children's and young adult departments.

627 ADMINISTRATION OF THE SCHOOL MEDIA CENTER 3 hours
A seminar approach to contemporary issues including staff utilization, in-service programs for teachers, current trends in education and school media systems development. Prerequisite: 625 or written permission of instructor.

628 SURVEY OF SPECIAL LIBRARIES 3 hours
Development of specialized library services to organizations in such fields as science and technology, fine arts, business, etc. Guest lecturers and field trips.

629 RESEARCH METHODS IN LIBRARIANSHIP 3 hours
Introduction to basic techniques of research methodology: descriptive, historical and experimental. Includes critical evaluation of library studies and their influences on library organization, administration and services. Opportunity for investigation and analysis of current problems in public, college, school, and special libraries. Prerequisite: 24 hours of librarianship courses or written permission of instructor.

630 ADVANCED CLASSIFICATION & CATALOGING 3 hours
A continuation of Introduction to Classification and Cataloging, 530. Attention is given to the Library of Congress Classification, to the history of cataloging, to current practices in the United States, and to the internal methods and economics of technical processing departments. Prerequisite: 530 or equivalent.

631 TECHNICAL SERVICES FOR SCHOOL MEDIA CENTER 3 hours
Organization of book and nonbook materials for the school media center. Theory and application of descriptive cataloging, entry rules, subject cataloging and classifying according to the Dewey Decimal Classification. Special emphasis on technical services administration in building level media centers and centralized processing systems. Introduces computerized shared cataloging. Laboratory experience required.

632 TECHNICAL SERVICES SEMINAR 3 hours
Seminar in current trends in technical services. Includes the application and adaptation of basic cataloging and classification to specialized collections. Prerequisite: 530, 630 or permission of instructor.

634* LIBRARY AUTOMATION 3 hours
A survey, analysis, history, and evaluation of the uses of data processing equipment for the performance of operations in all kinds of libraries. Includes experience in analysis by flowcharting and in designing mechanization of a library task.

635* INFORMATION STORAGE AND RETRIEVAL 3 hours
Design of information storage and retrieval systems, with emphasis on automated aspects. Includes consideration of characteristics of media used for the storage of information and indexing and bibliographical control procedures used in retrieval systems, with emphasis on non-traditional methods. Trends and developments in modern information technology and methods of information dissemination are considered. Prerequisite: 634 or 506, taken prior to or concurrently with 635; or permission of instructor.

636* INDEXING, ABSTRACTING AND AUTOMATED LANGUAGE PROCESSING 3 hours
A seminar approach to the problems of bibliographical control and the production of copy for secondary publications. Attention is given to indexing with controlled and uncontrolled vocabularies, book indexing, thesaurus construction, classification, and automated language processing. Practical experience is given in preparing abstracts and indexes from source documents.

644* ADULT READING INTERESTS 3 hours
Evaluation of findings of reading interest studies and their implications for library service; an understanding of reading habits, abilities and needs of adults. Study of the library as an adult education agency with an introduction to leadership training and adult education techniques.

645* LIBRARY SERVICE TO THE DISADVANTAGED CHILD 3 hours
The study of socially and educationally deprived children in the urban, rural, and migrant communities and the relationship of library services to them through cooperative program planning between public and school libraries. Observation and field experience in existing library and non-library community programs.

650 ADVANCED SEMINAR IN LIBRARIANSHIP 2-4 hours
Analysis and study of specific problems in contemporary library practices. Lectures, field trips and resource consultants. (Offered irregularly.)

652 SEMINAR IN INTERNATIONAL LIBRARIANSHIP 3 hours
Opportunity to study the development, current status, and programs of library service at the international level in all types of libraries. (Offered irregularly)

655 SEMINAR IN LIBRARY EDUCATION 3 hours
Designed for the advanced student interested in teaching in the field. Includes historical development, comparative librarianship, relationship of professional school in higher education, program and course analysis, and areas for research. (Offered irregularly)

680 STUDIES IN LIBRARIANSHIP 2-6 hours
Examines selected topics within the field of library science. Topics considered will vary from semester to semester.

700 MASTER'S THESIS 6 hours
Candidates for the Master's degree may elect to write a thesis in their field of specialization under the supervision of a thesis committee. Students may elect this course in units of from two to six hours. The election should not be made in more than two units and must be made within a calendar year. Application forms must be submitted prior to the election of the thesis. Credit/no credit.

710 INDEPENDENT RESEARCH 2-6 hours
Designed for highly qualified advanced graduate students who wish to pursue individual studies or projects under the direction of a member of the graduate faculty. May be elected with permission of the student's graduate advisor, the faculty member under whom

*Course open to students in other departments.

*Course open to students in other departments.

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the student desires to work and The Graduate College. Applications must be submitted prior to the election of the course. Credit/no credit.

PROFESSIONAL FIELD EXPERIENCE 2-6 hours

Designed for superior graduate students who wish to pursue internships or apprenticeships in off-campus activities in libraries. May be elected with permission of the student's graduate advisor, a faculty sponsor and The Graduate College. Applications must be submitted prior to the election of the course. Credit/no credit.

720

SPECIALIST PROJECT 6 hours

Candidates matriculating in the Specialist program must present a paper and pass an oral examination on a topic relating to their specific field of interest. Application forms must be submitted prior to election of the project. Credit/no credit.

WESTERN MICHIGAN

SCHOOL OF LIBRARIANSHIP

FACULTY SPECIALIZATIONS

FACULTY SPECIALIZATION

Western Michigan University

NAME	RANK	SPECIALIZATION
Lowrie, Jean E.	Director, Progessor	Materials and Services for Children International Comparative Librarianship Education for Librarianship
Emba, Ardith B.	Administrative Asst. Asst. Professor	Materials and Services for Young Adults Education for Librarianship
McKinney, Eleanor R.	Asst. Director Assoc. Professor	Library Organization and Administration (schl, pub. lib. child. serv.) Materials and Services for Children Materials and Services for Young Adults
Baechtold, Marguerite	Assoc. Professor	Library Organization and Administration (schl.) Materials and Services for Children Materials and Services for Young Adults
Berneis, Regina F.	Asst. Professor	Special Literatures and Materials (rare books) Materials and Services for Young Adults Materials and Services for Children History of Books, Printing, and Libraries Introduction to Librarianship
Carroll, Hardy	Asst. Professor	Information Science Library Automation and Data Processing Library Organization and Administration (spec.acad.) Communication of Knowledge and Ideas Research Methods in Librarianship

Faculty Specialization
Western Michigan University

NAME	RANK	SPECIALIZATION
Cohen, Martin	Asst. Professor	Library Organization and Administration (pub.) Communication of Knowledge and Ideas Book Selection and Acquisitions Reference Special Literatures and Materials (doc.)
Comaromi, John P.	Assoc. Professor	Cataloging and Classification Book Selection and Acquisitions History of Books, Printing and Libraries Research Methods in Librarianship Education for Librarianship
Eriksen, Gordon	Asst. Professor	Information Sources in the Humanities and Social Sciences Basic Reference
Gillham, Mary A.	Asst. Professor	Cataloging and Classification The Library as a Social Organization Materials and Services for Young Adults History of Books, Printing and Libraries
Grotzinger, Laurel A.	Professor	Library Automation and Data Processing Bibliography (sci.) Research Methods in Librarianship
Miller, Marilyn L.	Assoc. Professor	Library Organization and Administration(schl.) Materials and Services for Children Materials and Services for Young Adults
Smith, William K.	Asst. Professor	The Library as a Social Organization Library Organization and Administration (acad. comm. college, pub.) Book Selection and Acquisitions Adult Reading Guidance and Materials Introduction to Librarianship

Faculty Specialization
Western Michigan University

NAME	RANK	SPECIALIZATION
Part-Time Faculty		
Hedrick, Mildred S.	Lecturer	Cataloging and Classification Special Literatures and Materials (doc.) History of Books, Printing, and Libraries
Summer Session Faculty		
Edwards, Winifred	Visiting Instr.	Reference
Lonsberry, Ruth J.	Visiting Instr.	Materials and Services for Young Adults
Malanchuk, Peter P.	Visiting Instr.	Bibliography (soc. sci. hum.)
Parr, Mary Y.	Visiting Instr.	Materials and Services for Children
Williams, Dianne T.	Visiting Instr.	Library Organization and Administration (schl.) Materials and Services for Children Materials and Services for Young Adults

WESTERN MICHIGAN

SCHOOL OF LIBRARIANSHIP

SUPPORTING DOCUMENTS

MINICOURSES -- HOW DO I REGISTER?

Students wishing to enroll for these courses must have active admission to the graduate program of the School of Librarianship or may secure Permission-To-Take-Classes status from the Graduate College by calling (616) 383-1660. Each minicourse will give 1 hour of graduate credit, for which the cost will be $33.50 per resident credit hour, $73.50 per credit hour for out-of-state students ($10.00 fee for students enrolled for less than 3 hours will be waived).

Pre-registration for these courses will be October 25 - November 5, 1976, and can be completed by mail. Final registration for all winter courses will be January 3, 1977. Registration for each minicourse must be completed on or before January 3, 1977. Students should contact the Registration Office, Western Michigan University, Kalamazoo, Michigan, 49008, phone (616) 383-1914, for full instructions, or call the School of Librarianship, (616) 383-1849.

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Jim Nelson, Director
Office for Continuing Educ.
College of Library Science
University of Kentucky
Lexington, Kentucky 40506

SCHOOL OF LIBRARIANSHIP
THE GRADUATE COLLEGE
WESTERN MICHIGAN UNIVERSITY
KALAMAZOO, MICHIGAN 49008

The Special Minicourse Number

WINTER SEMESTER
1977

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SCHOOL OF LIBRARIANSHIP
THE GRADUATE COLLEGE
WESTERN MICHIGAN UNIVERSITY
KALAMAZOO, MICHIGAN 49008

MINICOURSES -- WHAT ARE THEY?

Minicourses offer concentrated study of a topic of current interest and are designed for practitioners in the field and graduate librarianship students who have completed basic courses in librarianship. Each course carries 1 hour of credit and requires 3 hours of class attendance at a time scheduled once weekly for 5 successive weeks. Students may elect one or more minicourses per semester.

MINICOURSES -- WHAT ARE THE SPECIAL 690s FOR WINTER, 1977?

690 CA BIBLIOGRAPHIC DATA BASE SEARCHING
1 hour credit
Sat., Feb. 5-Mar. 5, 10-12:45, 2070 Waldo

This minicourse will provide the student with an introduction to on-line searching of bibliographic data bases -- Systems Development Corporation's ORBIT, Lockheed's DIALOG, MEDLINE, and the New York Times' Information Bank. Instruction will be given in procedures for access to the Lockheed system and Boolean searching, followed by hands-on experience for the student.
Class size limit - 15
Instructor - Hardy Carroll

690 CB OCLC INTRODUCTION
1 hour credit
Sat., Mar. 19-Apr. 16, 10-12:45, 2070 Waldo

This course will provide an introduction to the Ohio College Library Center's computerized regional library resources. Included will be information on the development of the system; searching, modifying, and inputting records for monographs and serials; MARC cataloging; and work-flow.
Prerequisite: LIB 530 or equivalent AND permission of instructor
Class size limit - 18
Instructor - John P. Comaromi

690 KA PUBLIC LIBRARY OUTREACH: CHILDREN'S NEEDS
1 hour credit
Mon., Jan. 10-Feb. 7, 6-8:45, 2061 Waldo

The class will study the planning, organizing, and implementing of public library service to socially disadvantaged children, special qualifications of the librarian who works with these children, evaluation and selection of specialized book and nonbook materials, creative approaches to the use of the library by this group will also be included.
Instructors - Eleanor R. McKinney, William K. Smith, and resource librarians

690 KB PUBLIC LIBRARY OUTREACH: YOUNG ADULT/ADULT NEEDS
1 hour credit
Mon., Feb. 14-Mar. 21, 6-8:45, 2061 Waldo

The student will be introduced to information and referral services and programs of independent learning in the public library. Literacy assessment of adults and young adults, the study of learning theories, and the setting of priorities in the implementation of outreach programs will be discussed.
Instructors - Eleanor R. McKinney, William K. Smith, and resource librarians

690 KC PUBLIC LIBRARY OUTREACH: SENIOR CITIZENS' NEEDS
1 hour credit
Mon., Mar. 21-Apr. 18, 6-8:45, 2061 Waldo

The course of study will analyze the informational and recreational needs of senior citizens as they relate to public library services. Local senior citizens' agencies and a senior citizens' housing facility, which has a library, will provide information to assist the student in planning a model library program.
Instructors - Eleanor R. McKinney, William K. Smith, and resource librarians

690 KD TECHNIQUES OF HAND BOOKBINDING
1 hour credit
Tues., Mar. 22-Apr. 19, 6:30-9:15, Laboratory Library, Waldo

This minicourse will help librarians and private collectors evaluate the conservation and preservation needs of their collections and will assist them in learning hand bookbinding and preservation techniques. Participants will bring their own materials and apply these techniques to them.
Class size limit - 10
Instructor - Regina I. Berneis, Laboratory Librarian, assisted by visiting resource persons

To those presently not enrolled as students at Western Michigan University who wish to register by mail for minicourses to be taught in the School of Librarianship, W.M.U.:

(You must have at least a bachelor's degree from an accredited college or university.)

1. Apply for P.T.C. (Permission to take classes) status:

   Send for the forms from:
   Graduate College
   Western Michigan University
   Kalamazoo, Michigan 49001

2. To pre-register for the particular class:

   Send for forms from:
   Registration Office
   Western Michigan University
   Kalamazoo, Michigan 49001

Pre-registration may be done by mail if mailed before _____

For those who do not register by mail, final registration (at W.M.U. Read Field House) for all courses will be _____

If you have further questions, please call the School of Librarianship, 616-383-1849.

THE ALBERTA L. BROWN LECTURES IN SPECIAL LIBRARIANSHIP FOR 1976

May 11 Mr. H. Robert Malinowsky, Associate Dean, University of Kansas Libraries, Lawrence

"UNIVERSITIES AND SPECIAL LIBRARIES"

May 18 Mrs. Jean Davenport, Head, Environmental Resources Center, Cleveland Public Library

"ENVIRONMENTAL RESOURCES COLLECTIONS"

May 21 Mr. Forrest Alter, Head, Art, Music and Drama Department, Flint Public Library

"THE ARTS, A SPECIAL DEPARTMENT IN A PUBLIC LIBRARY"

June 3 Mrs. Shirley Echelman, Chief Librarian, Research Library, Chemical Bank, New York

"SPECIAL LIBRARIES IN THE BANKING INDUSTRY"

The Upjohn Company of Kalamazoo, Michigan, has established an annual series of lectures at the School of Librarianship, Western Michigan University, in honor of Alberta L. Brown, former Head Librarian of the Upjohn Company Technical Services Library and former Associate Professor at the School of Librarianship, Western Michigan University.

These lectures are open to the public.

THE ALBERTA L. BROWN LECTURES IN SPECIAL LIBRARIANSHIP FOR 1975

May 15 Mr. Edward G. Strable, Vice President, J. Walter Thompson Company, Chicago

"ADVERTISING LIBRARIES"

May 22 Mr. Joseph M. Dagnese, Director, Libraries and Audio-Visual Center, Purdue University, West Lafayette, Ind., and Member of Board of Directors, Special Libraries Association

"SPECIAL LIBRARIES IN AN ACADEMIC SETTING"

June 5 Ms. Edythe Moore, President of Special Libraries Association and Librarian, Aerospace Corporation, Los Angeles

"PUTTING KNOWLEDGE TO WORK - SPECIAL LIBRARIES ASSOCIATION"

June 17 Ms. Miriam H. Tees, Chief Librarian, The Royal Bank of Canada, Montreal, President-Elect of Special Libraries Association

"BANKING LIBRARIES"

The Upjohn Company of Kalamazoo, Michigan, has established an annual series of lectures at the School of Librarianship, Western Michigan University, in honor of Alberta L. Brown, former Head Librarian and former Associate Professor at the School of Librarianship, Western Michigan University.

These lectures are open to the public

THE ALBERTA L. BROWN LECTURES IN SPECIAL LIBRARIANSHIP FOR 1974

May 23 Mr. William S. Budington, Executive Director and Librarian, John Crerar Library, Chicago, and Past President of American Research Libraries.

"ACCESS TO INFORMATION"

May 28 Dr. Vern M. Pings, Director, Wayne State University Library, Detroit.

"HEALTH SCIENCE LIBRARIES AND LIBRARIANSHIP"

June 20 Dr. Frank McKenna, Executive Director, Special Libraries Association, New York.

"SPECIAL LIBRARIES ASSOCIATION"

June 25 Mr. Joseph F. Shubert, Librarian, State of Ohio, Columbus.

"LIBRARIES AND LEGISLATION"

The Upjohn Company of Kalamazoo, Michigan has established an annual series of lectures at the School of Librarianship, Western Michigan University, in honor of Alberta L. Brown, former Head Librarian of the Upjohn Company and former Associate Professor at the School of Librarianship, Western Michigan University. These lectures are open to the public.

UNACCREDITED LIBRARY SCHOOLS

IN THE

KENTUCKY, OHIO AND MICHIGAN REGION

UNACCREDITED LIBRARY EDUCATION PROGRAMS*

KENTUCKY

L. D. Kennedy, Head
Library Science Program
Campbellsville College
Campbellsville, KY. 42718
502-202-8158

Juanita Phillips
Department of Library Science
Eastern Kentucky University
Richmond, Ky. 40475
606-622-2101

Mary A. Arthur, Librarian
Henderson Community College
Henderson, Ky. 42420
502-827-1867

Dorothy Hagemann, Librarian
Jefferson Community College
109 E. Broadway
Louisville, Ky. 40202
502-584-0181

Director
Library Science Program
Morehead State University
Morehead, Ky. 40351
606-783-2240

Edwin Strohecker, Chairman
Department of Library Science
Murray State University
Murray, Ky. 42071
502-762-4295

Pamela K. Rush, Asst.Librarian
Somerset Community College
Somerset, Ky. 42501
606-678-8174

Ronald Bryson, Chairman
Department of Library Science
Spalding College
Louisville, Ky. 40203

Virginia B. Saddler, Head
Library Science Curriculum
School of Education
Barbourville, Ky. 40906
606-546-4151

Vera Grinstead, Head
Department of Library Science
Western Kentucky University
Bowling Green, Ky. 42101

OHIO

Louise F, Rees, Chairman
Department of Library & Educational Media
Bowling Green State University
Bowling Green, Ohio 43403
419-372-2461

Dorothy Johnson, Coordinator
Library Technology Program
Cuyahoga Community College
2900 Community College Ave.
Cleveland, Ohio 44115
216-241-5966

Thelma R. Bumbaugh, Librarian
Hiram College
Box 98
Hiram, Ohio 44234
216-569-3211

Guy A. Marco, Dean
School of Library Science
Kent State University
Trumbull County Campus
arren, Ohio 44483

Virginia Brown, Head Librarian
Miami University - Middleton
4200 E. University Blvd.
Middleton, Ohio 45042
513-422-2741

Kenneth Glass
Associate Dean of Education
Miama University- Oxford
Oxford, Ohio 45056
513-529-6318

* For the states of Kentucky, Ohio and Michigan from the North American Library Education Directory and Statistics 1971 - 1973.

OHIO CONT'D.

Margaret G. Fielders, Chairman
Department of Library Science and
Educational Media
Ohio Dominican College
Columbub, Ohio 43210
614-253-2741

Gertrude Linnebruegge, Asst. Prof.
Education Media Program
Ohio University - Athens
Athens, Ohio 45701
614-594-5511

Library Tehcnical Assistant Program
Ohio University - Lancaster
Lancaster, Ohio 43130
614-654-3422

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Services
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University of Toledo Community &
Technical College
Nebraska & Parkside
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Bob L. Mowery, Director
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Wittenberg University
Springfield, Ohio 45502
513-327-7511

James Dodson, Library Director
Wright State University
Dayton, Ohio 45431
513-426-6650

MICHIGAN

Jules F. Hartwick, Librarian
Alpena Community College
666 Johnson St.
Alpena, Michigan 49707
517-356-9021

Leonard Hill, Chairman
Department of Library Science
Andrews University
Berrien Springs, Michigan 49104
616-471-7771

Orville Eaton, Chairman
Department of Library Science
Central Michigan University
Mt. Pleasant, Michigan 48858
517-774-3630

Library Science Program
Delta College
University Center, Michigan 48710
517-686-0400

H. F. Corbacho, Coordinator
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Eastern Michigan University
Ypsilanti, Michigan 48197
313-487-1849

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Ferris State College
901 S. State St.
Big Rapids, Michigan 49307
616-796-9971

Don S. Pelkey, Librarian
Genesee Community College
Flint, Michigan 48503
313-238-1631

Alfred F. Sagar
Director of Library Services
Kalamazoo Valley Community
College
6767 W. O Ave.
Kalamazoo, Michigan 49001
616-375-5000

MICHIGAN, CONT'D.

Ellen M. Person, Chairman
Library Services Department
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419 N. Capitol
Lansing, Michigan 48914
517-373-7016

Barbara Collinsworth
Coordinator of Library Services
Macomb County Community College
16500 Hall Rd. Box 68
Mt. Clemens, Michigan 48043
414-465-2121

Helvie E. Walkonen, Head Librarian
Northern Michigan University
Marquette, Michigan 49855
906-227-2250

Betty Dimitry, Coordinator
Library Technical Assistant Program
Oakland Community College - Orchard Ridge
Farmington, Michigan 48024
313-476-9400

APPENDIX III

STATE INFORMATION

State Libraries

State Library Associations

State Chapters of National Library Associations

Kentucky

State Library

Chief Officer; Ms. Barbara Williams, Librarian
Kentucky Department of LIbrary and Archives
Box 537
Frankfort, Kentucky 40601

Coordinator, Continuing Education: Mr. James A. Nelson
Director, Office for Continuing Education
College of Library Science
University of Kentucky
Lexington, Kentucky 40506

Coordinator, Interlibrary Cooperation: Ms. Francis Coleman
Director of Interlibrary Cooperation
Kentucky Department of Library and Archives
Frankfort, Kentucky 40601

State Associations

Kentucky Library Association
President: Ms. Vivian Hall
Geology Library
University of Kentucky
Lexington, Kentucky 40506

Kentucky Library Association
Executive Secretary: Tom Sutherland
Paducah Public Library
555 Washington Street
Paducah, Kentucky 42001

State Chapters of National Library Associations

Special Library Association
Kentucky President: Martha W. Rush
University of Louisville
Law School Library
Louisville, Kentucky 40208

Ohio

State Library

State Librarian: Mr. Joseph Schubert
65 So. Front Street
Columbus, Ohio 43215 614-466-2643

Staff Development Specialist: Mr. David Luse
State Library of Ohio
65 So. Front Street
Columbus, Ohio 43215 614-466-3710

Training Officer: Ms. Shirley Douglas
State Library of Ohio
65 So. Front Street
Columbus, Ohio 43215 614-466-3710

Coordinator, Interlibrary Cooperation: Mr. Ira Philips
State Library of Ohio
65 So. Front Street
Columbus, Ohio 614-266-2693

State Associations

Ohio Library Association
President: Ms. Jane MacGregor
Ohio Valley Area Librarian
107 W. Broadway
Weston, Ohio 45692
614-384-2103

Ohio Library Association
Executive Director: Mr. Chapman Parsons
40 So. Third St.
Suite 409
Columbus, Ohio 43215
614-221-9057

State Chapters of National Library Associations

American Society for Information Science
Central Ohio President: Jane Jansen
Ross Laboratory
625 Cleveland Ave.
Columbus, Ohio 43216

American Soecity for Information Science
Southern Ohio President: Mary Calkins
U. S. Environmental Protection Agency
Research Center Library
Cincinnati, Ohio 45268

American Society for Information Science
Northern Ohio President: Herbert F. Johnson
Oberlin College Librarian
Oberlin, Ohio 44074

Michigan

State Library

State Librarian: Mr. Francix Scannell
Michigan Department of Education
P. O. Box 3007
Lansging, Michigan 48909

Specialist in Continuing Education: Ms. Elizabeth Lindsey
Michigan Department of Education
735 East Mighigan Ave.
Lansing, Michigan 48913

Coordinator, Interlibrary Cooperation: Mr. Raymond E. Mahoney
Michigan Department of Education
735 East Michigan Ave.
Lansing, Michigan 48913

State Associations

Michigan Library Association
President: Ms. Roberta Cheney
Alma Powell Branch Library
912 N. Burdick
Kalamazoo, Michigan 49006

Michigan Library Association
Executive Secretary: Ms. Fran Pletz
226 W. Washten Ave.
Lansging, Michigan 48909

State Chapters of National Library Associations

American Society for Information Science
Michigan President: Ronald Coleman
University Library
Eastern Michigan University
Ypsilanti, Michigan 48197

Special Library Association
Michigan President: JoAnne J. Hansen
Eastern Michigan University Library
Ypsilanti, Michigan 48197

APPENDIX IV

REGIONAL HEALTH SCIENCE LIBRARY INFORMATION

Participating Libraries

Extramural Coordinators

KOMRMLP OFFICE

PARTICIPATING LIBRARIES

OHIO

Robert Cheshier
Cleveland Health Sciences Library
1100 Euclid Ave.
Cleveland, Ohio 44106

Ronald Watterson
Medical College of Ohio at Toledo
Ramon Mulford Library
3000 Arlington Ave.
Toledo, Ohio 43614
(419) 385-7461 ext. 123

Raymond Palmer
Medical Library
Wright State University
Dayton, Ohio 45431
(513) 268-3465

Elizabeth Sawyers
Health Sciences Library
Ohio State University
376 W. Tenth Ave.
Columbus, Ohio 43210
(614) 422-8482

Nancy Lorenzi
Health Sciences Library
University of Cincinnati
College of Medicine
231 Bethesda Ave.
Cincinnati, Ohio 45267

MICHIGAN

Mladen Kabalin
Michigan State University Libraries
Science Library
East Lansing, Michigan 48823
(517) 353-6676

David Manfield
Medical Center Library
Room 4400 Kresge Medical Research
University of MIchigan
Ann Arbor, Michigan 48105
(313) 764-1210

Victor DeSchryver
University of Detroit
School of Dentistry, Library
2985 E. Jefferson Ave.
Detroit, Michigan 48207
(313) 259-6622

James F. Williams,II
Wayne State University
Shiffman Medical Library
4325 Brush
Detroit, Michigan 48201
(313) 577-1168

KENTUCKY

Joan T. Adams
University of Louisville
Health Sciences Library
520 South Preston Box 1055
Louisville, Kentucky 40201
(502)588-5775

Omer Hamlin, Jr.
Medical Center Library
University of Kentucky Medical Center
Lexington, Kentucky 40506
(606) 233-6241

EXTRAMURAL COORDINATORS

OCTOBER 1976

Anne Shannon
University of Cincinnati
Health Sciences Library
231 Bethesda Ave.
Cincinnati, Ohio 45267
(513) 872-4624

Connie Poole
Michigan State University
Science Library
East Lansing, Michigan 48823
(517) 353-3273

Janet Barcley Stith
Medical Center Library
University of Kentucky
Lexington, Kentucky 40506
(606) 233-5727

Sylvia Fouer
Cleveland Health Science Library
11000 Euclid Ave.
Cleveland, Ohio 44106
(216) 368-3745

Mary Barber
Health Sciences Library
Box 1055
University of Louisville
Louisville, Kentucky 40201
(502) 588-5775

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Medical Center Library
Room 4400 Kresge Med. Bldg.
University of MIchigan
Ann Arbor, Michigan 48108
(313) 764-1210

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Ohio State University
376 W. 10th Avenue
Columbus, Ohio 43210
(616) 422-4031

Becky Stephens
Medical Library
Wright State University
Dayton, Ohio 45431
(513) 873-2003

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University of Detroit
School of Dentistry
2985 E. Jefferson Ave.
Detroit, Michigan 48207
(313) 259-6622

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Medical College of Ohio at Toledo
Raymon H. Mulford Library
Toledo, Ohio 43614
(419) 381-4223

Mary McNamara
Wayne State University
Shiffman Medical Library
4325 Brush
Detroit, Michigan 48201
(313) 577-1169

KOM CENTRAL OFFICE

Ms. Helen Dimanin
KOMRML Central Office
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Vera Shiffman Medical Library
4325 Brush Street
Detroit, Michigan 48201

Mrs. Jean Monroe
KOMRML Associate Director
Wayne State University
Vera Shiffman Medical Library
4325 Brush Street
Detroit, Michigan 48201

Ms. Faith Van Toll
KOMRML Consortia Coordinator
Wayne State University
Vera Shiffman Medical Library
4325 Brush Street
Detroit, Michigan 48201

APPENDIX V

MEDICAL LIBRARY ASSOCIATION

Program
Continuing Education Courses
Certification
ALA Accredited Schools Offering Medical Library Courses
Medical Library Course Description

Continuing Education

PATRICIA SENN BREIVIK, EDITOR

JEL is happy to welcome Julie A. Virgo as the second guest columnist on continuing education. Director of Education for the Medical Library Association since 1972, Virgo gives one professional association's view on continuing education for librarianship and concludes with a M.L.A. perspective on implications for library schools.

* * * * * * * *

The Medical Library Association has had a long tradition of involvement with the education, and continuing education, of medical library personnel. Much of what has been learned in developing its programs can usefully be applied to other groups or organizations concerned with continuing library education. This paper describes the development of the Medical Library Association's continuing education program, and possible implications for library schools.

In discussing the history of continuing education for medical librarians, one needs to consider the kinds of background and education that these people bring to their jobs.

The first medical librarians were recruited from those people already associated with the medical profession, rather than from the library profession. Education for medical librarianship was accomplished by an apprenticeship method or on-the-job training. The first formal medical library classes were taught at the University of Minnesota in 1937. Gradually more and more schools began to offer courses in medical library administration and medical bibliography. The adoption, in 1948, of a certification code for medical librarians and the training provisions of the Medical Library Assistance Act of 1965 provided an impetus for the further development of programs. By 1975, 40 of the 62 A.L.A. accredited library school programs were offering at least one course in medical library administration or medical bibliography.

But, professional education does not mark the termination of the educational process, indeed it signifies the beginning of a life-long continuous learning and renewal. And for many operating in various capacities in health sciences libraries, there may not necessarily have been a basic library

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education on which to build. The Medical Library Association has chosen to define continuing education as the process by which medical library personnel (alone, in groups, or in institutional settings) purposefully seek to improve themselves or their profession by changing their knowledge, attitudes, or skills, or it is the process by which individuals, groups or institutions try to help medical library personnel change in these ways. Continuing education may be carried out in a variety of ways—reading journals and books, listening to cassette tapes or tele-lecture programs, attending meetings or journal clubs, discussing problems with colleagues, and attending more formally structured classes.

In the past, continuous learning was considered the responsibility of the individual professional, but because of the rapid growth of biomedical knowledge and the vast implications of such growth for the practicing medical librarian, it is increasingly apparent that continuing education is a responsibility that must be shared by the individual and by the profession. Since continuing education is so important to the professions, it is not surprising to find that professional associations have often been its sponsors. A recent study conducted by the Medical Library Association, but not yet published, showed that, of a sample of courses considered relevant to medical library practice, 39 per cent of continuing education courses were sponsored by institutions of higher education (22 per cent were in graduate library schools) and 28 per cent of the courses were sponsored by professional associations. Twenty-three per cent of the courses were sponsored by government agencies and six per cent by commercial organizations. No sponsor could be determined for the remaining three per cent.

In continuing education for medical librarianship the Medical Library Association, as the professional organization, has had a long history, setting an example for other library associations.

The Medical Library Association has believed in the efficacy of the printed word, and as a result has produced a number of useful printed devices ever since its first days. The prime publication of the Association has been the *Bulletin*. Other monographic publications of the Association, perhaps most notably the various editions of the *Handbook of Medical Library Practice*, served a similar purpose. More recently, the monthly issues of the *MLA NEWS* have provided information on a regular basis covering such topics as new information retrieval systems, new roles for health sciences librarianship, a clearinghouse of information on continuing education opportunities offered across the country, and a self-instructional tutorial program on systems analysis.

The regional and annual meetings of the Association provide a forum for the exchange of ideas and the presentation of new information.

The first mention of the Association's potential role in sponsoring

formal continuing education activities came in the 1912 suggestion for several days of class to be arranged in conjunction with the annual meeting.[1] Unfortunately, that idea was not carried out until some 46 years later, in 1958, when the Association sponsored its first continuing education courses. An editorial in the *Bulletin of the Medical Library Association* used the work "continued" for the first time in conjunction with a discussion on the philosophy of education, in 1946.[2]

The continuing education courses, proposed so many years earlier, were first held on an experimental basis preceding the Annual Meeting of the Association in 1958. There were 12 courses offered, approximating in subject the chapters of the *Handbook of Medical Library Practice*. Each course lasted a quarter-day so that it was possible for a person to attend as many as four courses in the one day.[3]

As might be expected, some instructors turned out to be excellent teachers with well-planned, logical presentations; others were not. Some classes were lectures or monologs, others were discussions, and still others worked set problems co-operatively. One objection was that the students in each group were so diverse in background and experience that it became difficult to present material useful to everyone. The main complaint, however, had to do with the frenetic quality of the day: the attempt to crowd too much in too short a time.[4]

While other approaches were tried in the years immediately subsequent to the 1958 experience, problems were still inherent in the system. An excellent evaluation of the various approaches is given by E. Meyerhoff.[5] In 1962, F. B. Rogers, then President of the Association, appointed a committee to study the problems and make recommendations. After a year of study and deliberation, the committee presented 14 recommendations.[6] One of the proposals made was for a series of graded courses to be taken over a number of years, another was for standardization of what was taught, a third was for the courses to be available in local areas as well as at the annual meeting. Each of these suggestions was accepted and implemented to some degree.

In 1962, the courses took the form of what came to be the most common format for the M.L.A. continuing education courses over the next 12 years—one day courses accompanied by a syllabus and restricted class size. The development of the continuing education program in this format grew rapidly. Since it is described elsewhere,[7, 8] it will only briefly be mentioned here that the program of two one-day courses presented in 1962 has grown to 25 courses, most of which were presented twice immediately preceding the 1975 annual meeting of the Medical Library Association. In addition, it is anticipated that about an additional 700 people will enroll for the courses in their own geographic regions during the year 1975. Courses may be sponsored by regional groups of the Association, other library associations, library schools, or interested groups of librarians.

The Medical Library Association has also begun to develop short three-day intensive residential programs on areas of expressed concern to librarians. Begun in 1974, the first of these was addressed to principles of organizational and market analysis, and the applicability of these principles to library settings. These institutes are being repeated in different geographic locations around the country.

The growth in the formal continuing education programs of the Medical Library Association was given impetus by the establishment, in 1972, of a Division of Education at the Association's headquarters. This has enabled time-consuming tasks such as scheduling, the maintenance of the syllabi inventory, printing syllabi, assigning and working with instructors, handling registrations and paperwork involved in presentation of the courses and securing physical facilities, to be handled at a staff level. This has freed the Committee on Continuing Education to concentrate on planning and developing new courses, continuously reviewing existing courses, and evaluating courses. The results of this will be increasingly evident over the next few years.

Two other developments should be mentioned at this point—the implications of the new M.L.A. certification code, for continuing education, and research currently underway in the area of continuing medical library education. The new certification code, scheduled to be implemented in 1977, will result in increasing demands on the Association's continuing education program. The new code calls for re-certification every five years, based on 1) continuing education courses and/or formal academic courses, or 2) an examination. In raising standards for the profession, as the new code has done, the Association has the obligation to provide means whereby the individual members of the profession can attain those standards. Since the new code calls for certification of both librarians *and* library technicians, the Association will not only have to provide more and varied continuing education opportunities, but also programs aimed at two very distinct user groups—the professional and the technician.

In 1972, the Medical Library Association received a grant from the National Library of Medicine to assess the needs for continuing education for medical librarianship. In the course of this study, scheduled for completion during 1975, changes in the field of medical librarianship during the period 1961 to 1974 were documented, and their implications for continuing education assessed. Two surveys were made to ascertain the subject areas in which medical library personnel perceive a need for continuing education. Organizations which might conceivably sponsor continuing education relevant to health sciences library personnel were queried and information regarding operating programs was obtained and analyzed. A survey to determine the extent to which the medical library

personnel's place of employment supports or constrains continuing education was conducted. Professional and trade associations were surveyed for information regarding how they organized, and what methods and/or devices they utilized, to assist their members in continuing learning. An on-going clearinghouse on continuing education opportunities available across the country was established, and guidelines to assist designers and instructors of continuing education programs were developed.

The results of this study will form the foundation for a continued rational and systematic development of programs in continuing medical library education.

Perhaps one of the most important functions that a library school performs is socializing the student into the profession. As a part of this process, schools have the responsibility of imbuing the students with the concept that their professional education is but the beginning of a life-long learning process. Continuing education is an attitude—it is not something that builds on where one's library school education has left off. All of one's working life is an education—we are all at different points along a continuum. Not only does this view towards one's profession enhance job performances, but it also makes one's job more interesting.

The realization that continuing education envelops a variety of experiences, not only formal, structured courses, is a further responsibility of the schools. Continuing education opportunities are all around us, no matter whether we live in the larger cities or more scattered communities. The content of formally structured workshops is often transferable from one type of library to another—the principles or methodologies taught may be useful even when the type of library is different from one's own. Junior and community colleges provide courses in management, programming, and sociology, to name but a few, that could well enhance the librarian's skills.

Continuing library education is the responsibility of no *one* segment of the library community. The professional associations, library schools, state library agencies, each have a responsibility. We do, however, need to coordinate and cooperate in our efforts, to publicize the availability of our programs, and share resources wherever possible. For example, any of the more than 20 formal courses offered by the Medical Library Association are available to be sponsored by the library schools.[9] Many of these courses deal with content areas relevant to most types of librarianship—systems analysis, teaching methods for library educators, applications of operations research to library decision making, management of media, etc.

In developing continuing education programs, we need to share and build on the experiences of each other. We have a forum for doing this through the AALS Continuing Education In-

terest Group. At M.L.A., we have developed a "nuts and bolts" guide for people developing continuing education programs. We want to share this with others.[9]

As a profession, we must continue to grow in competence, adapting to changing requirements of technology and user needs. The library schools are in a unique position to foster this realization among those entering the profession, and the library schools share the responsibility for the continuing education of both their own faculty and the library community at large.

Notes

1. Class Work for Library Workers. *Bulletin of the Medical Library Association*, 2:11, July, 1912.

2. Continued Study for Medical Librarians. *Bulletin of the Medical Library Association*, 36:60-61, Jan. 1948.

3. Withrow, B. A.: Continuing Education of Medical Librarians; the Medical Library Association and Continuing Education. *Bulletin of the Medical Library Association*, 51:368-373, July 1963.

4. Brodman, Estelle: The Medical Library Association's Experience with Continuing Education. *In: Proceedings of the Third International Congress in Medical Librarianship*, Amsterdam, May 5-9, 1969. Excerpta Medica, Amsterdam, 1970, p. 305.

5. Meyerhoff, Erich: Continuing Education of Medical Librarians: Evaluation of the Association's Past Performance and Suggestions for the Future. *Bulletin of the Medical Library Association*, 51:376-383, July 1963.

6. Recommendations of the Committee on Continuing Education. *Bulletin of the Medical Library Association*, 51:391-393, Oct. 1963.

7. Wartenoe, R. M.: The Medical Library Association's Current Program in Continuing Education. *In: Proceedings of the Third International Congress in Medical Librarianship*, Amsterdam, May 5-9, 1969. Excerpta Medica, Amsterdam, 1970, pp. 308-314.

8. Roper, F. W.: "MLA Continuing Education Activities, 1964-1974: A Decade of Growth and Development." Paper presented at the 73rd Annual Meeting of the Medical Library Association, San Antonio, Texas. June, 1974. Mimeographed, 13 pp.

9. For further information write Julie A. Virgo, Medical Library Association, Inc., Suite 3208, 919 North Michigan Avenue, Chicago, Illinois 60611.

CODE FOR THE CERTIFICATION OF HEALTH SCIENCES LIBRARIANS AND LIBRARY TECHNICIANS

Medical Library Association, Inc.

REVISED CODE

(TO BE IMPLEMENTED IN 1978)

CODE FOR THE CERTIFICATION OF HEALTH SCIENCES LIBRARIANS AND LIBRARY TECHNICIANS
Medical Library Association, Inc.
REVISED CODE
(TO BE IMPLEMENTED IN 1978)

To ensure minimum levels of competence through the establishment of requirements for education and experience, the Medical Library Association hereby presents a Code for the Certification of Health Sciences Librarians and Library Technicians.

1. In accordance with the provisions of Article VIII of the Bylaws of the Association, the Association will grant certification to duly qualified persons under the conditions stated below.

2. The following types of certification will be granted under the following conditions:

   a. Certification as Health Sciences Librarian

      (1) Graduation from an American Library Association-accredited library school program.
      (2) A passing grade on an examination covering the ~~materials included in courses~~ competencies identified as being needed in the first 2 years on the job in a health sciences libraries; this examination to be administered by the Association.
      (3) Two years of post-library degree experience in a health sciences library at the professional level within the previous ten years or the equivalent.

   b. Certification as Health Sciences Library Technician

      (1) An AA degree (with or without library technician training), or the equivalent of two full years of college level work.
      (2) A passing grade on an examination covering health sciences library technology; this examination to be administered by the Association.
      (3) Two years of experience in a health sciences library within the previous ten years.

   Provisional certification valid for a maximum period of five years may be obtained by meeting the requirements in [2a (1)-(2)] or [2b (1)-(2)]. This period will begin with the most recent date of completion for either requirement and will become effective upon application and payment of the appropriate fee.

3. Recertification of Health Sciences Librarians and Library Technicians will be required every five years to ensure continuing competence. Recertification will require satisfactory completion of:

   (a) Continuing education courses and/or formal education courses

   OR

   (b) An examination

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4. There shall be an appeals Committee appointed by the MLA Board of Directors to decide on questions of certification and recertification which are not clearly covered by the CODE for the Certification of Health Sciences Librarians and Library Technicians or where candidates for certification question interpretations made by the certifying committees.

5. Individuals holding foreign degrees or with unusual backgrounds may apply to the Association for consideration of their credentials in terms of equivalencies.

6. Certification granted by the Association shall not confer or purport to confer upon any person any degree, legal qualification, privilege, or license, nor purport to be issued by or in pursuance to or by virtue of any statutory or governmental sanction or authority. Recipients of certification shall not by virtue thereof become members of the Association nor shall they be entitled by virtue thereof to vote on any matters whatsoever.

7. Each applicant for certification shall be required to sign a pledge absolving the Association, and its members, examiners, officers and agents from any damage or claim for damage or complaint by reason of any action they, or any of them, may take in connection with this application, any examination, the grade or grades given with respect to any examination, and/or the failure of said Association to issue a certificate.

8. Any certificate may be revoked at any time, for cause, by order of the Association. A hearing shall be granted on request of the person whose certificate is in question.

9. A fee shall be paid to the Medical Library Association for each certificate issued by the Association.

DEFINITIONS

1. "Examination": a written test administered by the Association to assess competence in work-related areas.

2. "Two years of post-library degree experience in a health sciences library": professional level work totaling 22 months of full-time work.

3. "Experience in a health sciences library at the professional level": actual participating professional experience in library duties of the type described as professional in the *Descriptive List of Professional and Non-Professional Duties in Libraries* of the American Library Association, compiled in cooperation with the MLA Committee on Task Analysis (*see* Bull. Med. Lib. Ass. 36:257, 1948 and 38:339, 1950).

4. "Health sciences library technology": *see* Report of the *Ad Hoc* Committee on Standards for Medical Library Technician Training. Bull. Med. Lib. Ass. 58:266-268, 1970.

5. "Continuing education courses": Association sponsored and other short courses, workshops, seminars, institutes, etc. in work-related areas.

6. "Formal education courses": university or college level courses in work-related areas taken for credit.

7. "Foreign degrees": those granted outside the United States and Canada.

IMPLEMENTATION

1. Application forms are available on request from the Office of the Association's Director of Education.

2. Examinations for Health Sciences Librarian and Health Sciences Library Technician will be administered at least once a year. Candidates for both certification and recertification will take the same examination.

3. The examination requirement may be fulfilled before or after the education requirement. There is no limitation on the number of times the examination may be taken.

4. The requirements for recertification may be met (1) by the Health Sciences Librarian by satisfactory completion of applicable continuing education courses or applicable formal education courses or a combination of these or by passing the current certification examination for Health Sciences Librarian; (2) by the Health Sciences Library Technician by satisfactory completion of applicable continuing education courses or applicable formal education courses or by passing the current certification examination for Health Sciences Library Technician. The number of hours of course work will be determined by guidelines set up and administered by a committee to be appointed by the Board of Directors. Applicants for recertification must produce satisfactory documentation of courses taken.

5. Individuals certified prior to the adoption of the revised CODE (1974) will automatically be certified under the CODE (1974) and subject to the recertification requirements of the revised CODE (1974).

. . . . . .

This CODE was adopted by the membership September 20, 1974, to become effective in the latter part of 1976. Until that time, the existing CODE will continue to be used.

MEDICAL LIBRARY ASSOCIATION, INC.
CODE FOR THE TRAINING AND CERTIFICATION
OF MEDICAL LIBRARIANS
Revised June 2, 1964
Revised May 28, 1973
Revised June 6, 1975

1. For the purpose of improving the standards of medical librarianship, the Medical Library Association hereby establishes a Code for the Training and Certification of Medical Librarians.

2. In accordance with the provisions of Article VIII of the Bylaws of the Association, the Committee on Certification will grant Certificates of Medical Librarianship to duly qualified persons under the conditions stated below.

3. Certification is understood to give evidence of special training or recognition of special knowledge and experience in the field of medical librarianship.

4. Certificates granted or issued by the Association shall not confer or purport to confer upon any person any degree, legal qualification, privilege, or license, nor purport to be issued by or in pursuance to or by virtue of any statutory or governmental sanction or authority. Recipients of certificates shall not by virtue thereof become members of the Association nor shall they be entitled by virtue thereof to vote on any matters whatsoever.

5. a) Certification may be conferred by the Committee on Certification on those presenting proper credentials of completion of prescribed training. The requirements for certification are a bachelor's degree and graduation from an American Library Association-accredited fifth-year library school, plus <u>one</u> of the following:

   A. Successful completion of a course of instruction in medical librarianship in an ALA accredited library school program; or

   B. A passing grade on an examination covering the materials usually included in such a course; this examination to be administered each year by the Committee on Curriculum; or

   C. Successful completion of an MLA-approved medical library internship.

   b) Individuals holding foreign degrees or with unusual backgrounds may apply to the Committee on Certification for consideration of their credentials in terms of equivalencies.

6. Applications for certification will be received by the Committee on Certification, which will evaluate the credentials of the applicants and determine whether application will be approved or disapproved.

7. Any certificate may be revoked at any time, for cause, by order of the Committee on Certification. A hearing shall be granted on request of the person whose certificate is in question.

8. A nominal fee shall be paid to the Medical Library Association for each certification issued by the Committee on Certification.

DEFINITIONS

1. "Approved course of instruction in medical librarianship" shall mean a formal course of training given in an ALA-accredited school of library science and approved by the MLA Committee on Curriculum.

2. "An examination covering the materials usually included in such a course" shall mean an examination prepared and kept up to date by the Committee on Curriculum. Whereas the selection of applicants eligible to take the examination shall be at the discretion of the Committee on Certification, the selection of time, place, monitor, grading, etc., shall be made by the Committee on Curriculum.

3. "Approved medical library internship" shall mean training of at least six months duration in a medical library whose training program has been approved by the MLA Committee on Curriculum as meeting the following minimum requirements:

   a) The program must be designed as an educational experience for the participants; under no circumstances may lessening of the staff load of the sponsoring library be an objective.

   b) The program must provide for participation and instruction in all phases of the library's activities, with emphasis on professional tasks and with only so much attention to nonprofessional work as may be required to familiarize the intern with work routines which he may sometime be called upon to organize and supervise.

   c) The program should include a series of seminars wherein library problems, both specific and theoretical, may be discussed in the context of the sponsoring library's practices, the practices of other libraries, and the library literature. The program should provide opportunities to pursue formal courses in the life sciences, language study, or documentation. The program should provide for guided visits to nearby scientific installations and subject-related libraries and bookstores and for attendance at professional meetings.

4. "Foreign degrees" shall mean those granted outside the United States and Canada.

APPLICATION FOR CERTIFICATION

1. The application form shall be sent only on request. Requests for applications may be sent to the Chairman of the Certification Committee or MLA Headquarters in Chicago.

2. The completed application form, when returned, must be accompanied by the application fee of $15.00 for MLA Members, $30.00 for non-MLA Members, which shall be forfeited if, for any reason, the qualifications of the applicant

are unacceptable to the Committee on Certification and certification is not granted. An additional fee of $10.00 shall be charged for the certificate. All checks and money orders should be made payable to the Medical Library Association, Inc.

3. Applicants for certification shall attach a transcript of academic records for both library school and the special course in medical librarianship.

4. Applicants holding foreign degrees must attach a transcript or its equivalent for each degree obtained abroad. A detailed summary of all professional library experience of applicants holding foreign degrees must accompany the transcripts. Other credentials may be required at the discretion of the Committee on Certification.

5. Each applicant for certification will be expected to agree to abide by Section 4 and Section 7 of the CODE as printed above.

APPLICATION APPROVED

When an application has been approved by the Committee on Certification, the Committee shall then notify the applicant that the additional fee of $10.00 payable to the Medical Library Association, Inc., must be sent to the Chairman of the Committee on Certification before the certificate will be issued.

APPLICATION DISAPPROVED

If an application does not meet the requirements for certification a letter of explanation stating the reason for its nonacceptance shall be sent to the applicant by the Chairman of the Committee on Certification. Appeals of the Certification Committee's decision in regard to applications which have been dis-approved should be instituted as follows:

Within 90 days of an applicant being notified that their application has been rejected, the applicant has the privilege of writing a letter to the Chairman of the Certification Committee appealing the decision. The letter of appeal must clearly state the reasons why the appellant feels justified in requesting a reversal of the Committee's decision on the application.

Upon receiving a letter of appeal; the Certification Committee will review the application in question. If the Committee concludes that some factor has been overlooked in the processing of the application, the Certification Committee will act to reverse its rejection of the application. However, if the Certification Committee decides that no factor has been overlooked in weighing the application's acceptability; the Chairman of the Certification Committee will forward the file on the application to the MLA Director of Education, who will be instructed to call a meeting of the Appeals Committee to review the merits of the application.

The Appeals Committee will consist of:

1. An active MLA Member (to be selected by the appellant upon the request of the MLA Director of Education).

2. Most immediate past Certification Committee Chairman who has not been involved in the case.

3. MLA Board Member (who is not to be the Certification Committee Board Liaison). This person will be the Chairman of the Committee.

4. MLA Director of Education (non-voting, ex officio member).

The Appeals Committee has the option of requesting additional documentation from the appellant, if such material is thought to be relevant to the case and needed for a more thorough review of it.

Once the Appeals Committee has reviewed the application under appeal, the Appeals Committee will notify the President of MLA of its decision. The President of MLA will notify the appellant of the decision rendered by the Appeals Committee. At the same time, this information will also be forwarded to the Certification Committee.

If the Appeals Committee reverses the rejection of the application, the Certification Committee will issue a Certificate to the appellant. Should the Appeals Committee sustain the original verdict of the Certification Committee, certification will not be granted.

Medical Library Association, Inc. Suite 3208, 919 North Michigan Avenue, Chicago Illinois 60611 312/266-2456

INFORMATION ON

LOCAL PRESENTATION OF CONTINUING EDUCATION COURSES

1975/76

The attached list of one-half to two day continuing education courses, developed by the Medical Library Association, are available for local presentation under the sponsorship of MLA regional groups, library schools, university extension divisions, and/or interested professional groups.

COURSES:

The sponsoring group may choose any of the courses for local presentation.

Each course requires one day (9am-5pm) for presentation unless otherwise specified. The number of courses offered is determined by the sponsoring organization and more than one course can be offered on the same day or several courses can be grouped together in sequential fashion over a period of two or more days.

Courses can be arranged for any date or dates that are convenient for the sponsoring group. However, the Medical Library Association's Division of Education asks that it be notified a minimum of six weeks before a course is planned so that appropriate arrangements may be made for the presentation.

NUMBER OF REGISTRANTS:

Continuing education courses are designed for maximum interaction between student and instructor and are usually most successful when classes are small. Fifteen to twenty individuals per section is preferable although some courses can accomodate as many as twenty-five persons. A minimum of twelve persons per course per section must register in order to cover costs of presentation.

REGISTRATION:

The sponsoring group handles all course registrations directly. Checks should be made payable to the Medical Library Association and forwarded to the Medical Library Association Division of Education at the conclusion of the courses.

INSTRUCTORS:

Selection of instructors is made by the Division of Education, Medical Library Association. The Medical Library Association pays all instructor expenses.

COSTS:

A registration fee of $30 per registrant per course is charged if the registrant is a member of M.L.A. Non-members of M.L.A. are charged $45. The fee is payable to the Medical Library Association.

Arrangement costs not specifically agreed upon by the Division of Education are paid by the sponsoring group.

Costs of assembling and shipping course materials are assumed by the Association.

If the sponsoring group desires to include food or coffee breaks it is responsible for the cost.

Costs of publicity or promotional mailings to the group's members are borne by the sponsoring organization.

ARRANGEMENTS:

The Division of Education provides information regarding the number of rooms required, audiovisual equipment needed, and so forth. It also provides lists of necessary items for the bibliography courses; however, the sponsoring organization furnishes the actual materials. The Division of Education lends advisory assistance if desired.

COURSE PACKAGE:

The Division of Education provides:

1) Copies of the syllabus for the course.
2) Any printed materials (manuals, handouts) needed for presentation of the course.
3) An instructor for the course.
4) Certificates of Attendance and evaluation forms.

Since the courses are presented by the Medical Library Association it reserves the right to edit any of the publicity material dealing specifically with the courses and its role in their presentation. Sponsoring organizations should routinely submit their publicity material to the Division of Education for review prior to its mailing to their membership.

The Division of Education will work closely with the sponsoring group to insure that their continuing education activities are presented in a manner consistent with the high standards of the Medical Library Association.

WHO TO CONTACT:

Requests for continuing education courses for the 1975/76 calendar year should be made to:

Julie A. Virgo
Division of Education
Medical Library Association
919 Michigan Avenue, Suite 2208
Chicago, IL 60611

Telephone: 312/266-2456

CE 4: GENERAL BIOMEDICAL REFERENCE TOOLS

An introductory course intended for personnel with limited training or experience. Basic reference works common to many health science libraries are examined. Coverage includes an introduction to: Index Medicus, Abridged Index Medicus, Hospital Literature Index, International Nursing Index, Index to Dental Literature, various directories and specific reference works such as the Dictionary of Medical Syndromes, etc.

CE 5: HUMAN FACTORS IN MEDICAL LIBRARY ADMINISTRATION

Personnel management is studied in terms of interpersonal relationships. Topics covered include: what makes a good supervisor, conflicts in values and expectations which impair staff productivity, and management attitudes which provide for work satisfaction. Using the techniques of case study and psychodrama, administrative problems are discussed, enacted and analyzed by the group. Problems relating to both large and small libraries are examined. (Case studies will be sent to registrants in advance of the course).

CE 8: A REVIEW OF THE LITERATURE OF DENTISTRY

The student is presented with an overall survey of the literature of dentistry which includes both the major old and new reference sources as well as publications of historical and special interest to libraries. Through a series of problems, the student has the opportunity to use the various tools which are discussed and to develop his information finding techniques.

CE 9: MATERIALS FOR THE HISTORY OF THE HEALTH SCIENCES

This course is designed to provide the student with an awareness of the variety of materials any retrospective collection might include and an awareness of some problems in their care and processing. Appropriate reference sources will be discussed and evaluated. The syllabus has been completely revised and updated, and the scope of the course has been expanded to include all the health sciences.

CE 10: RECENT ADVANCES IN THE LITERATURE OF PHARMACY

Problem areas in the location of pharmaceutical information

CE 10: cont. are studied. Selected standard pharmacy reference tools are covered, emphasizing drug nomenclature and product information, business and statistical information relating to the pharmaceutical industry, and the availability and use of various directories. A series of problems gives the student didactic experience in dealing with the complexities of pharmaceutical reference queries.

CE 11: SPECIAL INTERLIBRARY LOAN COURSE

The course is designed for individuals with limited or no prior experience in this area of library work. Correct procedures for completion and submission of an ALA Interlibrary Loan Request Form will be emphasized. Bibliographic tools for verifying and locating desired material will be described and evaluated. (Half-day course - 3½ hours).

CE 13: GRANT APPLICATIONS AND MANAGEMENT

This course, intended for those individuals responsible for providing library services in health-related institutions, presents basic information about grants and grant management. Topics include: the evaluation of grant support, federal and non-federal grants, requesting funds, contracts and grants management.

CE 14: HEALTH SCIENCES LIBRARY BUILDINGS

This course is intended for those actively planning a new library or remodeling an old one. The syllabus has been completely revised and updated, and it includes all phases of planning from early stages through completion. This course is concerned with planning the larger medical library facility, especially medical school libraries.

CE 15: LITERATURE OF NURSING

Planned for the person who has had little or no experience with the nursing profession, nursing education, or nursing literature. This course includes a discussion of library needs of the school of nursing and of the graduate nurse, as well as trends in nursing and nursing education and some important libraries with whose services nursing librarians should be familiar. The course also includes discussion of acquisitions, reference sources, literature of associations important to nursing and non-book materials.

CE 16: MANAGEMENT OF MEDIA IN LIBRARIES

Media in libraries is explored from a practical point of view

CE 16: cont. providing the librarian with basic knowledge and considerations to enable planning and implementing media programs in support of medical education. Emphasis is given to organization and management, storage and handling, cataloging and indexing, and acquisition. (Librarians who have attended this course at the National Medical Audiovisual Center should not apply for CE 16).

CE 17: PRESERVATION OF LIBRARY MATERIALS

A course designed to familiarize registrants with basic preservation measures. For the 1975 meeting, each section will have a different emphasis. The Saturday section will consist of an introduction to basic preservation measures including non-book materials. Routine maintenance of modern collections, with emphasis on the care and repair of modern bindings, and a discussion of common preservation problems will be included. The Sunday section will cover fine binding and the preservation of archival materials, including the special preservation problems encountered in rare book collections and manuscript collections.

CE 18: SYSTEMS ANALYSIS

A new course intended to introduce uninitiated students to the terminology and concepts employed in the use of systems analysis techniques in the medical library setting. A syllabus will be sent in advance of the course to allow students to work out exercises on a self-study basis. The tutorial session will be devoted to group interactions concerning applications of analytic techniques covered by the syllabus.

CE 19: APPLICATION OF OPERATIONS RESEARCH TO LIBRARY DECISION MAKING

This is a two day mini-course designed specifically for librarians of medium and large size health sciences libraries. It is advisable that students who are planning to take this course have already been exposed to the basic concepts of systems analysis. No mathematical background is required although helpful.

First day unit introduces the most basic concepts of probability and statistics and the formation of mathematical models and the general concept of operations research and its application to public systems in various decision making processes. Students will be given opportunities to do actual statistical exercises.

Second day unit deals with the application of operations research techniques in health sciences library settings. Specific models will be introduced and their usefulness to librarians in terms of various administrative decisions will be discussed. Students will be asked to apply some models to their own library situations.

CE 19 cont.: Pre-requisite for the course: CE 18 - Systems Analysis or its equivalent
Persons demonstrating evidence of equivalent knowledge as is being presented on the first day may apply for the second day of the course separately. Course fee: $30.00 each day for MLA Members
$45.00 for non-members

CE 20: MEDLINE AND THE HEALTH SCIENCE LIBRARIAN

MEDLINE, The National Library of Medicine's interactive search system, is currently operational in about 150 medical libraries. Although additional ones will continue to be added to the MEDLINE network, it is not possible for all those wishing to join to do so. And yet the services of MEDLINE must be made available to all qualified health professionals. The purpose of this course is to explain how MEDLINE works, how its services may be used by all health science librarians, and how those librarians can better serve their vital role as the mediary between the requester and the MEDLINE system. Course participants will be given an opportunity to perform simple MEDLINE searches. Since enrollment must be limited, applications from MEDLINE analysts and other library personnel having access to MEDLINE in their own libraries will not be accepted for this course.

CE 21: MEDLINE AND THE HEALTH SCIENCES LIBRARY ADMINISTRATOR

The advent of on-line, interactive search systems such as MEDLINE makes it important that the medical library administrators understand the impact these systems will have on existing library functions. The course is aimed at providing a forum for (1) library administrators who have MEDLINE or some other on-line system in their libraries, or (2) persons having access through shared use of a terminal or access code. This would include persons located in medium-to-large hospital libraries (300 plus beds). A forum will be provided for a discusssion of problems arising out of having an on-line system in the library and its implications for other library service.

CE 22: PLANNING HOSPITAL LIBRARY FACILITIES

The purpose of this course is to start the hospital librarian on a course of self-education to gain the skills necessary for planning a new or remodeled library. Acquiring self-confidence and finding a power base are emphasized. Methods of gathering and organizing the data and writing a building program are discussed, and each element of the library plan considered. An exercise in reconciling all requirements for space available is done by small groups at the end of the class.

CE 23: PROBLEMS IN MEDICAL CATALOGING AND CLASSIFICATION

This is a course for persons with some cataloging and classification experience. Topics to be covered include: International Standards for Bibliographic Description; problems; the use of the Tree Structures and the alphabetical MeSH; cataloging policies; and the future of NLM and OCLC as sources of cataloging information.

CE 26: TEACHING SKILLS FOR LIBRARY EDUCATORS

An overview of basic planning and teaching skills plus introduction to innovative strategies for improving adult learning. The course will include exhibits of new materials, demonstration of methods and personal involvement of registrants. Limited to persons with teaching experience in graduate library schools and/or continuing education courses and Ph.D students who are expecting to enter the teaching field soon. This is a two-day course.

GRADUATE LIBRARY SCHOOL PROGRAMS
ACCREDITED BY THE AMERICAN LIBRARY ASSOCIATION

Northeast

★ [1,3]CATHOLIC UNIVERSITY OF AMERICA, Master of Science in Library Science
Graduate Department of Library Science, Washington, D.C. 20064
Elizabeth W. Stone, Chairman

[3]CLARION STATE COLLEGE, Master of Science in Library Science
School of Library Media and Information Science
Clarion, Pennsylvania 16214
Elizabeth A. Rupert, Dean

★ [1,2,3]COLUMBIA UNIVERSITY, Master of Science
School of Library Service, New York, New York 10027
Richard L. Darling, Dean

★ [2,3]DREXEL UNIVERSITY, Master of Science
Graduate School of Library Science, Philadelphia, Pennsylvania 19104. Guy Garrison, Dean

★ [3]LONG ISLAND UNIVERSITY, C. W. POST CENTER, Master of Science
Palmer Graduate Library School, P.O. Greenvale, New York 11548
John T. Gillespie, Dean

★ [2]UNIVERSITY OF MARYLAND, Master of Library Science
College of Library and Information Services, College Park, Maryland 20742. Henry J. Dubester, Acting Dean

★ [3]STATE UNIVERSITY OF NEW YORK, ALBANY, Master of Library Science
School of Library and Information Science, Albany, New York 12222. John J. Farley, Dean

★ [3]STATE UNIVERSITY OF NEW YORK AT BUFFALO, Master of Library Science
School of Information and Library Studies, Buffalo, New York, 14260. George S. Bobinski, Dean

★ [1,3]STATE UNIVERSITY OF NEW YORK, COLLEGE OF ARTS AND SCIENCE, GENESEO, Master of Library Science
School of Library and Information Science, S.U.N.Y., Geneseo, New York 14454. Ivan L. Kaider, Dean

★ [1,2,3]UNIVERSITY OF PITTSBURGH, Master of Library Science
Graduate School of Library and Information Sciences, Pittsburgh, Pennsylvania 15260
Thomas J. Galvin, Dean

★ [1]PRATT INSTITUTE, Master of Library Science
Graduate School of Library and Information Science, Brooklyn, New York 11205
Nasser Sharify, Dean

★ [1,3]QUEENS COLLEGE, CITY UNIVERSITY OF NEW YORK, Master of Library Science
Department of Library Science, Flushing, New York 11367
Morris A. Gelfand, Chairman

★ UNIVERSITY OF RHODE ISLAND, Master of Library Science
Graduate Library School, Kingston, Rhode Island 02881
E. J. Humeston, Jr., Dean

★ [1,2,3]RUTGERS UNIVERSITY, Master of Library Service
Graduate School of Library Service, New Brunswick, New Jersey 08903. Thomas H. Mott, Jr., Dean

[3]ST. JOHN'S UNIVERSITY, Master of Library Science
Division of Library and Information Science
Jamaica, New York 11439
Mohammed M. Aman, Director

★ [2,3]SIMMONS COLLEGE, Master of Science
School of Library Science, Boston, Massachusetts 02115
Robert D. Stueart, Dean

★ SOUTHERN CONNECTICUT STATE COLLEGE, Master of Science
Division of Library Science and Instructional Technology, New Haven, Connecticut 06515
Emanuel T. Prostano, Director

[2,3]SYRACUSE UNIVERSITY, Master of Science in Library Science
School of Information Studies, Syracuse, New York 13210
Robert S. Taylor, Dean

Southeast

[3]UNIVERSITY OF ALABAMA, Master of Library Service
Graduate School of Library Service, University, Alabama 35486
James D. Ramer, Dean

[2,3]ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY, Master of Science in Library Media, School of Library Media
Normal, Alabama 35762
Barbara A. Hunt, Acting Dean

[1,3]ATLANTA UNIVERSITY, Master of Science in Library Service
School of Library Service, Atlanta, Georgia 30314
Virginia Lacy Jones, Dean

[1,3]EMORY UNIVERSITY, Master of Arts; Master of Librarianship
Division of Librarianship, Atlanta, Georgia 30322
A. Venable Lawson, Director

[1,2,3]FLORIDA STATE UNIVERSITY, Master of Science; Master of Arts
School of Library Science, Tallahassee, Florida 32306
Harold Goldstein, Dean

★ [3]UNIVERSITY OF KENTUCKY, Master of Science in Library Science; Master of Arts
College of Library Science, Lexington, Kentucky 40506
Paul A. Willis, Acting Dean

★ UNIVERSITY OF NORTH CAROLINA, Master of Science in Library Science
School of Library Science, Chapel Hill, North Carolina 27514
Edward G. Holley, Dean

[3]NORTH CAROLINA CENTRAL UNIVERSITY
Master of Library Science
School of Library Science, Durham, North Carolina 27707
Annette L. Phinazee, Dean

★ [1,3]GEORGE PEABODY COLLEGE FOR TEACHERS, Master of Library Science
School of Library Science, Nashville, Tennessee 37203
Edwin S. Gleaves, Director

★ [3]UNIVERSITY OF SOUTH CAROLINA, Master of Librarianship
College of Librarianship
Columbia, South Carolina 29208
Wayne S. Yenawine, Dean

[3]UNIVERSITY OF SOUTH FLORIDA, Master of Arts
Graduate Department of Library Science/Audiovisual
Tampa, Florida 33620
Jean Key Gates, Acting Director

[3]UNIVERSITY OF TENNESSEE, KNOXVILLE, Master of Science in Library Science
Graduate School of Library and Information Science, Knoxville, Tennessee 37916
Gary R. Purcell, Director

Midwest

★ [1,2,3]CASE WESTERN RESERVE UNIVERSITY, Master of Science in Library Science
School of Library Science, Cleveland, Ohio 44106
William Goffman, Dean

★ [1,2,3]UNIVERSITY OF CHICAGO, Master of Arts
Graduate Library School, Chicago, Illinois 60637
Howard W. Winger, Dean

EMPORIA KANSAS STATE COLLEGE, Master of Librarianship
School of Library Science, Emporia, Kansas 66801
Sarah R. Reed, Director

★ [1,2,3]UNIVERSITY OF ILLINOIS, Master of Science
Graduate School of Library Science, Urbana, Illinois 61801
Herbert Goldhor, Director

[3]INDIANA UNIVERSITY, Master of Library Science
Graduate Library School, Bloomington, Indiana 47401
Bernard M. Fry, Dean

★ [3]UNIVERSITY OF IOWA, Master of Arts
School of Library Science, Iowa City, Iowa 52242
Frederick Wezeman, Director

[1]KENT STATE UNIVERSITY, Master of Library Science
School of Library Science, Kent, Ohio 44242
Guy A. Marco, Dean

★ [2,3]UNIVERSITY OF MICHIGAN, Master of Arts in Library Science
School of Library Science, Ann Arbor, Michigan 48109
Russell E. Bidlack, Dean

★ [1,2,3]UNIVERSITY OF MINNESOTA, Master of Arts
Library School, Minneapolis, Minnesota 55455
Wesley Simonton, Director

★ UNIVERSITY OF MISSOURI, COLUMBIA, Master of Arts
School of Library and Informational Science, Columbia, Missouri 65201. Edward P. Miller, Dean

[3]NORTHERN ILLINOIS UNIVERSITY, Master of Arts
Department of Library Science, DeKalb, Illinois 60115
Lewis F. Stieg, Chairman

*Schools known by the Medical Library Association to be offering courses in medical librarianship.

★ 1,2 ROSARY COLLEGE, Master of Arts in Library Science
Graduate School of Library Science, River Forest, Illinois 60305
Sister M. Lauretta McCusker, O.P., Dean

★ 1 WAYNE STATE UNIVERSITY, Master of Science in Library Science
Division of Library Science, Detroit, Michigan 48202
Robert E. Booth, Director

1,2 WESTERN MICHIGAN UNIVERSITY, Master of Science in Librarianship
School of Librarianship, Kalamazoo, Michigan 49008
Jean Lowrie, Director

★ 1,2,3 UNIVERSITY OF WISCONSIN-MADISON, Master of Arts
Library School, Madison, Wisconsin 53706
Charles A. Benge, Director

Southwest

3 UNIVERSITY OF ARIZONA, Master of Library Science
Graduate Library School, Tucson, Arizona 85719
Donald C. Dickinson, Director

3 LOUISIANA STATE UNIVERSITY, Master of Library Science
Graduate School of Library Science, Baton Rouge, Louisiana 70803
Donald D. Foos, Dean

★ 1,2 NORTH TEXAS STATE UNIVERSITY, Master of Library Science
School of Library and Information Sciences, Denton, Texas 76203
Dewey E. Carroll, Dean

★ UNIVERSITY OF OKLAHOMA, Master of Arts in Library Science; Master of Library Science
School of Library Science, Norman, Oklahoma 73069
James S. Healey, Director

★ 1,2,3 UNIVERSITY OF TEXAS AT AUSTIN, Master of Library Science
Graduate School of Library Science, Austin, Texas 78712
C. G. Sparks, Dean

1,2 TEXAS WOMAN'S UNIVERSITY, Master of Arts; Master of Library Science
School of Library Science, Denton, Texas 76204
Frank J. Bertalan, Director

West

BRIGHAM YOUNG UNIVERSITY, Master of Library Science
School of Library and Information Sciences
Provo, Utah 84602
Maurice P. Marchant, Director

★ 1,2,3 UNIVERSITY OF CALIFORNIA, Master of Library Science
School of Librarianship, Berkeley, California 94720
Michael K. Buckland, Dean

★ 1,3 UNIVERSITY OF CALIFORNIA, LOS ANGELES, Master of Library Science
Graduate School of Library and Information Science, Los Angeles, California 90024. Robert M. Hayes, Dean

★ 1,3 UNIVERSITY OF DENVER, Master of Arts in Librarianship
Graduate School of Librarianship, Denver, Colorado 80210
Margaret Knox Goggin, Dean

3 UNIVERSITY OF HAWAII, Master of Library Studies
Graduate School of Library Studies, Honolulu, Hawaii 96822
Ira W. Harris, Acting Dean

★ 3 UNIVERSITY OF OREGON, Master of Library Science
School of Librarianship, Eugene, Oregon 97403
Herman L. Totten, Dean

SAN JOSE STATE UNIVERSITY, Master of Arts in Librarianship
Department of Librarianship, San Jose, California 95192
Leslie H. Janka, Chairman

★ 3 UNIVERSITY OF SOUTHERN CALIFORNIA, Master of Science in Library Science
School of Library Science, University Park, Los Angeles, California 90007. Martha Boaz, Dean

★ 3 UNIVERSITY OF WASHINGTON, Master of Librarianship; Master of Law Librarianship
School of Librarianship, Seattle, Washington 98195
Peter Hiatt, Director

Canada

4 UNIVERSITY OF ALBERTA, Master of Library Science
School of Library Science, Edmonton, Alberta T6G 2E1
Mary E. P. Henderson, Director

★ UNIVERSITY OF BRITISH COLUMBIA, Master of Library Science
School of Librarianship, Vancouver, B.C. V6T 1W5
Roy B. Stokes, Director

★ DALHOUSIE UNIVERSITY, Master of Library Service
School of Library Service, Halifax, Nova Scotia B3H 4H8
Norman Horrocks, Director

3 McGILL UNIVERSITY, Master of Library Science
Graduate School of Library Science, Montreal, Quebec H3C 3G1
_____, Director

UNIVERSITÉ DE MONTRÉAL, Maîtrise en bibliothéconomie
École de bibliothéconomie, Montréal, Québec H3C 3J7
Georges Cartier, directeur

★ 2,3 UNIVERSITY OF TORONTO, Master of Library Science
Faculty of Library Science, Toronto, Ontario M5S 1A1
Frances G. Halpenny, Dean

★ 2,3 UNIVERSITY OF WESTERN ONTARIO, Master of Library Science
School of Library and Information Science, London, Ontario N6A 5B9. William J. Cameron, Dean

1 Offers post-Master's specialist or certificate program. (The ALA does not accredit post-Master's specialist or certificate programs.)
2 Offers program for Doctoral degree. (The ALA does not accredit programs leading to the Doctoral degree.)
3 Accredited under *Standards for Accreditation, 1972*, adopted by the ALA Council, June 27, 1972.
4 Accredited program at fifth-year level leading to the professional Bachelor's degree. Also offers Master's program following the B.L.S. degree.
5 Single specialization program in school library media.

In 1973 the Committee on Accreditation of the American Library Association began a program of evaluation of library school programs under the *Standards for Accreditation, 1972*, adopted by the Council of the American Library Association on June 27, 1972.* In the list above, library school programs which have to date been evaluated and accredited under these Standards are indicated by a footnote.

Other library school programs listed above hold accreditation under the *Standards for Accreditation* adopted by the ALA Council in 1951.** The accreditation of a school's program under the 1951 Standards remains in effect until the school is revisited by the ALA Committee on Accreditation for evaluation under the new Standards or until June 30, 1976, the end of the period scheduled for revisits to programs holding accreditation under the 1951 Standards. Accreditation of programs not evaluated within the designated period will automatically expire July 1, 1976.

**American Libraries* 3: 653-657 (June 1972), 889 (September 1972).

***ALA Bulletin* 46: 48-49 (February 1952).

Requests for additional copies of this list should be addressed to: "Accredited List," American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

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file MLTP

INFORMATION REGARDING COURSES BEING OFFERED IN HEALTH SCIENCES LIBRARIANSHIP AND BIBLIOGRAPHY

1976/77

Add financial aid data for each school.

Medical Library Associati
Division of Education
1976

UNIVERSITY OF BRITISH COLUMBIA -1

Medical Libraries L. 645, Functions of libraries serving medical schools, medical societies, and regional medical services; medical information services to researchers and practitioners; hospital library service. Miss Anna Leith and Mr. Colin W. Fraser. Spring.

UNIVERSITY OF CALIFORNIA, BERKELEY -2

Bibliography of the Health Sciences LS 223 (4 units), Three hours of lecture per week. Survey of contemporary bibliographical and information services in medicine and the health-related sciences. Problems of organization and management of the literature of the health sciences. Lectures, demonstrations, individual projects. Library facilities of the Berkeley and San Francisco campuses of the University will be drawn on. Dorothy Gregor and Eva Carroad. Summer.

The University also offers a Dual Degree option in the Health and Medical Sciences Program which is open to library students. Further information available from: Health and Medical Sciences Program, Dual Degree Option, Bldg. T-7, University of California, Berkeley, Ca. 94720.

UNIVERSITY OF CALIFORNIA, LOS ANGELES -3

Bibliography of the Medical and Life Sciences LS 222 (4 units), Literature of the medical and life sciences: reference and bibliographical works; periodicals, serials and the abstracts and indexes to them; notable books in the history of the biomedical sciences; patterns of publication; applications of technological developments in the control of the biomedical literature. Louise Darling. Winter.

Medical and Biological Libraries LS 471 (2 units), Organization, administration, services and problems of biomedical libraries; relationships with institutions of which they are a part and with the community. Louise Darling. Winter.

Medical Library Internship LS 491, Supervised library service at a professional level, in the UCLA Biomedical Library for a minimum of 120 hours per quarter, including weekly critique of bibliographical, administrative and service problems.

CASE WESTERN RESERVE UNIVERSITY -7

Introduction to Health Sciences Librarianship, I LS 592 (3 units), Primary emphasis is placed on the use of the most important biomedical reference tools and the biomedical interlibrary loan network. Students are taught to effectively utilize Medical Subject Headings and such important indexes as Index Medicus, Hospital Literature Index, Science Citation Index, and Excerpta Medica. Special lectures are also given on the use of medical dictionaries, syndrome books, statistics sources, handbooks, and the nursing, dental and

drug literatures. Reference assignments requiring both short answers and more extensive searching of indexes and abstracts are given throughout the semester. Fall.

Health Sciences Communication Networks LS 593 (3 units), The evolution of information from informal through formal channels of information transfer. The transformation of oral communication to the primary (journal) literature is described with reference to the subsequent generation of secondary publications. The production of bibliographic data bases, leading to both printed products and computer-based services is discussed with reference to Chemical Abstracts, Biological Abstracts, Science Citation Index, Excerpta Medica and Index Medicus. Computer processing of these data bases in both batch and on-line modes is demonstrated and contrasted. The operation of the MEDLINE network is discussed in detail with respect to network characteristics, access, types of terminals, log-in procedures, computer physiology, boolean logic, commands, question analysis, search strategy, user interaction and the architecture of MeSH. Lectures are supplementd by videotapes and slide-tape presentations. Students gain actual "hands-on" experience on the terminals. The MEDLINE network is presented within the context of the Regional Medical Library Program and the Biomedical Communications Network. Alan M. Rees. Spring.

History of Medicine LS 596 (3 units), The purpose of the course is threefold: to introduce future medical librarians to the historical evolution of the science and art of medicine, its practitioners, and the diseases with which man has had to contend; to familiarize future librarians with the medico-historical literature and bibliographical tools; and to give them the experience of preparing an original historical investigation using primary source material. The course emphasizes the social aspects of medicine, as well as the influence of the intellectual and social milieu on medical thought and action. Historical materials for the required project are found in the Allen Medical Library and the Howard Dittrick Museum of Historical Medicine. Genevieve Miller. Fall

Non-Print Materials in the Health Sciences LS 597 (3 units), This course covers current trends in the use of non-print materials and the application of educational technology at all levels of curriculum design for the health sciences. Library skills--reference tools, are combined with "hands-on" workshops in audiovisual and television equipment operation. Resources of the Health Sciences Communication Center are drawn upon extensively. A liberal sprinkling of guest lectures discusses pertinent related information such as megahertz network, AVLINE, copyright and fair use, etc. ~~Winifred~~ Winfield Doyle. Fall.

Organization of Health Sciences Practice and Research, LS 598 (3 units) The course is designed to give the student an awareness of the many facets of the health sciences and to raise questions about the library's and the librarian's roles. A number of practitioners present formal offerings, discussion is encouraged,and the teacher ties the whole together by giving his views of the materials covered and by discussing his own library's activities. The course is a reading, discussing and thinking course as health science librarians are asked to expand their services and to reach populations never before served. The role of technology is increasingly a fact of life in libraries and this, too, changes the traditional view of librarianship. Robert Cheshier. Spring.

Introduction to Health Sciences Librarianship, II,LS 599 (3 units), Technical services in medical libraries and topics in medical library administration are stressed. Special lectures are given on medical books, serials, and government documents selection tools and acquisition procedures, NLM classification and cataloging, and the use of OCLC in a medical library setting. In addition, sessions are held on budgeting, record keeping, annaul reports, NLM grants, the Hospital Library personnel administration, and planning or remodeling health science libraries. Various assignments and readings relating to the technical services area are given as well as a final exam. Spring.

Field Work LS 531, Covers a minimum of two semesters. Students work at least 12 hours weekly; supervisors are members of the Cleveland Health Sciences Library Staff or librarians of the hospitals to which students are assigned. Monthly report meetings are held. 11 months beginning in fall.

CATHOLIC UNIVERSITY OF AMERICA -1

Medical Literature and Librarianship LS 718 (3 units),A survey and evaluation of library resources in medicine,with emphasis upon bibliographical and information sources and with attention to special administration and service problems in medical libraries. Jane M. Fulcher. Spring.

UNIVERSITY OF CHICAGO -1

Biomedical Librarianship, Library Systems, and Networks, GLS 357 (3 units), THe function, organization, and administration of different types of medical libraries as influenced by their purposes and environment; principles of administration and management; program planning; selection, acquisition, cataloging, and classification; library co-operation, networks, the role of the National Library of Medicine, and the Medical Library Assistance Act. Current topics of interest in medical librarianship are discussed. The emphasis on one type of special library environment provides a unique opportunity for identifying and studying in depth principles which can be generalized to other fields. Julie A. Virgo, Winter.

COLUMBIA UNIVERSITY -1

Biomedical Communication LS K8212 (3 units), An overview of communication in the health sciences, stressing administration, bibliographic control, multimedia and library networks. Includes field work and laboratory on search strategy utilizing the National Library of Medicine MEDLINE System. Erich Meyerhoff. Fall and Spring.

DALHOUSIE UNIVERSITY -2

Health Sciences Librarianship and its various Communities, LS 670-11 (½ course), Legal base, background, organization and setting for the education, practice and research activities within the health professions; Intra - and Inter - relationship of the health professions; government health services at various levels; evaluation of library services to meet professional needs; sources of Information, and assessment; Health Sciences Libraries -- establishment, structure, facilities, organizations, staffing, standards, management, services; the health sciences librarianship within networks. M. Doreen Fraser. Fall and winter.

Health Sciences Literature LS 675 (½ course), Terminology; nomenclature; classification; types of print/non-print health science materials--primary, secondary, tertiary; consideration of reader level; selection, assessment, weeding; use of materials; bibliographical control; information retrieval--manual and computer; time on MEDLINE terminal. M. Doreen Fraser. Winter.

UNIVERSITY OF DENVER -1

Resources and Information Systems in the Biomedical Sciences, LS 97-495.3 (3 units), Organization and use of the biomedical literature and current techniques and tools for its control. Topics include: organization of medical information and the medical environment, National Library of Medicine, automated information systems, medical reference works, history of medicine. Robert Braude. Spring.

DREXEL UNIVERSITY -2

Medical Bibliography L-645 (4 units), The history and scope of all branches of medicine with special emphasis on publications in the various basic medical sciences and medical specialities. Medical bibliographic tools and the history of medical bibliography are considered. John Timour. Winter.

Medical Librarianship L-667 (4 units), Discussion of the principles of organization and administration in the various types of medical libraries including special problems of technical processes and reference services. John Timour. Spring.

EMORY UNIVERSITY - 1

Medical Librarianship 361 (5 units), An introduction to medical library resources and their use in medical education, medical research, and care of the patient. A major portion of the course is devoted to medical bibliography and literature searching Attention is given to medical library networks and cooperative programs. Consideration is also given to the the special application of library techniques, administrative organization, procedures, and practices in medical librarianship.

UNIVERSITY OF ILLINOIS - 1

Medical Literature and Reference Work LS 439 (4 units), Detailed consideration will be given to the bibliographical and reference materials in the health sciences (dentistry, pharmacy, public health, etc.) including the history of the health sciences, terminology, government documents, computerized retrieval systems and audiovisual materials. Course assignments will include visits to nearby medical and scientific libraries, hands-on experience with Medline, and practical problems utilizing typical reference sources. Diana Northup. Spring. (Also offered at the Library of the Health Sciences in Chicago, by Lorraine Hirschfeld. Summer.)

UNIVERSITY OF IOWA - 1

Medical Librarianship and Bibliography 21:264 (3 units), Types of medical libraries, their organization and administration; the selection and acquisition of library materials; cataloging and classification schemes and their application to the medical library; evaluation and use of medical reference tools; medical bibliography; rare books; automation; medical information retrieval systems and current awareness services. Edwin Holtum. Spring.

UNIVERSITY OF KENTUCKY - 1

Medical Librarianship LS 640 (3 units), Emphasis is on introducing the student both to the basic bibliographic tools -- indexes, abstracts, basic texts, etc. -- used in the health sciences as well as to those administrative and technical problems peculiar to a health sciences library environment. A practical approach to such problems is emphasized in class lectures and seminars. Omar Hamlin. Spring.

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LONG ISLAND UNIVERSITY, C. W. POST CENTER -3

Health Sciences Libraries LS 677 (3 units), This course will supply a general introduction to the Health Sciences and their libraries, as well as explore services and programs within this type of library. Emphasis will be placed on selecting and organizing a collection, budgets and budgeting, physical facilities and staffing. Problems in public relations and evaluation of the library will also be covered. Mary Winkels. Fall.

Health Science Literature LS 607 (3 units), In addition to an overview of the scope and variety of Health Science Literature and its use, this course will deal specifically with specific types of Health Science reference tools (e.g. bibliography, indexes, journals, encyclopedias), as well as Health Science professional organizations and their publications and various forms of data bases, such as MEDLARS. Madeline Burston. Spring.

Practicum in Public, College and Special Librarianship LS 690 (3 units), During this course the student is assigned, for a work study practicum, in the appropriate kind of Health Science Library. The assignment involves a minimum of nine hours per week during the semester in the library, plus a short term paper reporting on an aspect of this assignment. Supervision of the Practicum is the joint responsibility of the participating library and the faculty of the Library School. Workshop seminars at the Library School are held during the Practicum.

LOUISIANA STATE UNIVERSITY -2

Information Resources of the Health Sciences LS 7204 (3 units), Survey and evaluation of information resources in the health sciences. The structure of medical literature, history of the subject and major problems of bibliographic control. Summer.

Health Sciences Librarianship LS 7303 (3 units), The administration, organization, functions and services of health sciences libraries will be presented and discussed. Networks and cooperative programs will be introduced, with an emphasis on MEDLINE. Summer.

UNIVERSITY OF MARYLAND -1

Medical Literature and Librarianship LBSC 620 (3 units), The course introduces the student to the medical literature and its reference sources. Stress is given to those aspects of the field of medicine which lead to special characteristics in the organization and handling of its literature. Innovations in librarianship and infor-

mation services which are being developed in the medical library field are emphasized. The various kinds of health science library and information centers are discussed and biomedical library networks are studied. Students will find it necessary to spend considerable time at the National Library of Medicine or another medical library on assignments and reports. Winifred Sewell. Fall.

UNIVERSITY OF MICHIGAN -3

Medical Bibliography LS 742 (3 units), Survey of the development of medical bibliography, including medical literature information and retrieval systems; introduction to medical terminology and the subject content of the scholarly record of medicine; and study and evaluation of medical literature and sources of information for physicians, medical research scientists, and allied health professionals. Gwendolyn Cruzat. Fall.

Medical Library Administration LS 746 (2 units), Study of medical environments and the sturcture of medical institution and medical practice; development and functions of libraries in these environments, including regional medical libraries and the National Library of Medicine; and organization and administration of medical libraries with emphasis on evaluation of programs and services. Gwendolyn Cruzat. Fall.

Special Topics LS 613 (2 units), Medical information, organization, and retrieval. Gwendolyn Cruzat. Fall.

UNIVERSITY OF MINNESOTA -1

Health Sciences Libraries Lib 8132 (5 units), Organization and administration of libraries devoted to serving the health sciences community; current trends, including modern techniques of health sciences communication, and the development of cooperative library systems; introduction to the literature of medicine and related fields. Harris McClaskey. Spring.

UNIVERSITY OF MISSOURI, COLUMBIA -3

Medical Subject Analysis LS 416 (3 units), This course begins with an introduction to medical terminology; continues with study of classification systems used in health science libraries; primary emphasis is on analysis of medical questions, indexing vocabulary, and formulation of appropriate search strategies for on-line (MEDLINE) and manual retrieval systems in medicine. On-line search time is required of each student. Nancy Hardy. Fall and Summer.

Health-Science Librarianship and Bibliography LS 446 (3 units), Principles of administration and management for health science libraries, including planning, budgeting, building, grantsmanship, and technical services; exploration of public services, including reference bibliography, special sources of information and on-line information sources. Nancy Hardy. Winter.

The Biomedical Community LS 451 (3 units), Environmental and institutional loci of medical education, practice and research in which the health sciences librarian works. Nancy Hardy. Fall

STATE UNIVERSITY OF NEW YORK, ALBANY - 2

Health Services Librarianship Lib 619 (3 units), The application of modern library techniques to the problems of managing a biomedical library. Types of health sciences libraries, special service problems, current trends. Ursula Poland. Fall

Health Sciences Bibliography Lib 647 (3 units), History and scope of the biomedical sciences; information sources in the health science disciplines; biomedical bibliographic tools. Pauline Vaillancourt. Spring.

STATE UNIVERSITY OF NEW YORK, BUFFALO - 1

Health Sciences Librarianship LI 500B (3 units), Course is team taught and covers such topics as Bibliography of the health sciences, bibliographic control, computer data bases, reference sources and services, serials, cataloging and classification, health sciences libraries-scope, users, administration, biomedical communications, nonprint media, history of medicine, health-care systems and includes various library visits. Charles Bernier and Teaching Team (H. Brown, S. Hesslein, C. K. Huang, A. Hutchinson). Spring.

STATE UNIVERSITY OF NEW YORK, COLLEGE OF ARTS & SCIENCE, GENESEO - 1

Introduction to Biomedical Library Information Service, Lib 531 (3 units), The special clientele, the body of literature and the expanding communication activities of the modern biomedical information complex are investigated. An intensive training in biomedical library and information center practices is offered. Melvin Ring and Nidia Scharlock. Summer.

UNIVERSITY OF NORTH CAROLINA – 2

Literature of the Biomedical Sciences, LIBS 225 (3 units), An introduction to the Literature of Biology and Medicine; nature of the literature; problems in its organization; and current techniques and tools for its control. Fred Roper. Spring.

Seminar in Medical Librarianship 348 (3 units), An introduction to the organization of all types of medical libraries, with emphasis upon problems of administration and technical processing; reference and information services; library networks and library cooperation. Fred Roper. Spring.

NORTH TEXAS STATE UNIVERSITY – 1

Medical Librarianship LIBR 537 (3 units), Medical library administration, functions, and services; selection, acquisition, and organization of medical books and periodicals, including government documents and AV materials; medical bibliography and reference work, including special collections; history of medical librarianship. Joseph McCord. Fall and Spring.

UNIVERSITY OF OKLAHOMA – 1

Medical Librarianship LS 5633 (3 units), A study of the principles of library organization and administration in various types of medical libraries. All phases of medical library practice are considered, including technical processes and reference services. Special emphasis on types of publications in various basic medical sciences. Medical bibliographic tools and the history of medical libraries are considered. Leonard Eddy. Spring.

GEORGE PEABODY COLLEGE FOR TEACHERS – 1

Health Sciences Librarianship LS 375 (3 units), Study and evaluation of biomedical literature with emphasis on reference and bibliographic tools; periodical and serial literature, its use and control through indexes, abstracts and on-line systems, particularly MEDLINE. The health sciences community user needs are considered as well as administration, organization, functions and services of health sciences libraries. Mary Louise Gladish. Alternate Summers.

UNIVERSITY OF PITTSBURGH -1

Medical Literature and Libraries LS 237 (3 units), An introduction to the literature in medicine, dentistry, pharmacy, nursing and public health. Lectures include discussions on acquisitions, medical classification, and administration of the various types of libraries. Laurabelle Eakin. Winter.

PRATT INSTITUTE -1

Medical Librarianship LS 545 (3 units), Introduction to medical librarianship as a profession and the role of the medical library in health care institutions. Use and application of medical reference tools and modern access systems. Analysis of medical literature, retrieval systems and centers. Access to remote bibliographic sources through interactive terminals. Kenneth Moody. Fall and Spring. 1.

QUEENS COLLEGE OF THE CITY UNIVERSITY OF NEW YORK -1

Health Sciences Librarianship LS 790 (3 units), Covering all phases of medical and allied health sciences librarianship, with emphasis on medical community relationships; selection, classification, and use of reference materials, including non-print and current information retrieval systems. Rachel K. Goldstein. Summer.

UNIVERSITY OF RHODE ISLAND -1

Medical Librarianship LSC 537, This course is an introduction to medical libraries and librarianship. It covers such topics as administration, book selection, acquisitions, classification and cataloging, MESH, serials, reference sources, indexing and abstracting, A-V resources, cooperation and networks, circulation. Frances W. Chin. Spring; Josephine Carson. Fall.

ROSARY COLLEGE -2

Health Sciences Librarianship LS 675 (3 units), Organization, administration and services of various types of hospital and Medical libraries, Study, evaluation and use of health science literature with particular emphasis on reference sources. Pauline Angione. Summer, Intersession.

Health Sciences Librarianship-Practicum LS 676 (3 units), Assignment to local cooperating health sciences libraries for supervised experience in various library operations and functions. Selected research projects accompanied by final reports will be requried, as will bi-weekly seminars with students, staff and instructor. Pauline Angione. Spring,Summer.

RUTGERS UNIVERSITY – 1

Medical and Health Sciences Bibliography 610:546 (3 units), Study of the bibliographic structure and sources used in building and servicing collections and providing information in medical, dental, pharmaceutical, nursing and other health science fields. Special emphasis on audiovisual materials, machine based searching systems and information networks in medical and dental schools, hospitals, and industrial special libraries. Spring.

ST. JOHN'S UNIVERSITY – 2

Medical Librarianship LIS 256, Evaluation, selection and use of bibliographic and information resources in medicine and allied sciences and an introduction to the organization and administration of the medical library, its objectives, standards, information systems, budget, personnel, book selection, reader services and special service problems. Fall.

Drug Information SSP 201, The philosophy and fundamentals of drug information centers including sources and types of information centers including sources and types of information available, filing and retrieval systems, abstract services, communications skills and the regional drug information concept; drug literature evaluation, poison control information, criteria for evaluating drugs, drugs of choice and the development of the drug information specialist are also included. Zachary Hanan. Spring.

SIMMONS COLLEGE – 1

Medical Librarianship LS 434 (4 units), Basic concepts and trends in the organization and administration of the medical library, selection, organization, and utilization of medical books and periodicals, medical bibliography, and reference work, rare books and the history of medicine. Emphasis on the organization of medical practice and research, including the institutional and environmental settings of medical education, research and practice within which the medical librarian works. Ching-chih Chen. Spring and Summer.

UNIVERSITY OF SOUTH CAROLINA -2

Medical Libraries, LIBR 751 (2 units), A study of various types of medical libraries and their characteristics and operation. Bernard Schlessinger. Spring.

Medical Bibliography LIBR 752 (2 units), An investigation of the medical literature, its characteristics, and use. Bernard Schlessinger. Fall.

UNIVERSITY OF SOUTH FLORIDA -1

Medical Librarianship EDC 683 (4 units), Introductory course covering medical terminology, medical history, systems of the body, medical reference, serials and binding, cataloging and classification - class project required during last three periods. Dorothy Smith.

UNIVERSITY OF SOUTHERN CALIFORNIA -1

Bibliography of the Biomedical and Health Sciences LS 530 (3 units), Selection, evaluation, and use of books and specialized reference and bibliographic tools in the fields of biomedical and health sciences literature. George Summers. Summer.

SOUTHERN CONNECTICUT STATE COLLEGE -1

Medical Bibliography and Libraries LS 519 (3 units), History and literature resources of medicine; medical library organization, administration and services; selection, acquisition, classification and cataloging of medical books and periodicals; medical bibliography and reference retrieval, literature searching and machine technology will be discussed. Victor Triolo. Spring.

UNIVERSITY OF TEXAS AT AUSTIN -2

Management of Health Care Information Resources L.S. 388K.7., Organization and management of biomedical information resources, including medical networks, libraries, and learning resource centers. Glynn Harmon. Fall.

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Information Sources in the Health Sciences L.S. 382L.11, Information needs, resources, and reference processes in biomedical communication. Includes health sciences terminology and bibliography, with special emphasis on serial publications, multimedia and the use of computer based data bases. Field visits. Glynn Harmon, Norma Torkelson. Spring.

UNIVERSITY OF TORONTO -2

Libraries in the Health Sciences 2249x (½ course), The organization, administration, functions and services of the different types of libraries in the health sciences. This course includes a seventy hour practicum in a local health sciences library. Olga B. Bishop. Fall.

Bio-medical Literature 2250x (½ course), A study of the literature in the biomedical sciences with emphasis on reference and bibliographic aids; periodicals and serial literature, its use and control through abstracts and indexes. The organization and use in a biomedical library. Olga B. Bishop. Spring.

UNIVERSITY OF WASHINGTON -2

Library Materials in the Health Sciences Lib. 590, This course covers such major topics as characteristics of users of biomedical literature, reference and research materials, National Library of Medicine services, expecially MEDLINE and MeSH, organization and design of library services for the health professions. Edmond Mignon. Spring.

A program in Directed Field Work is available, providing students with the opportunity to work full time for 4 weeks in a medical library under supervision of experienced professionals.

WAYNE STATE UNIVERSITY -1

Medical Bibliography and Medical Library Administration LS 8497 (4 units), Environmental setting of medicine; nature of the subject content of biomedicine and its attendant terminology; generation and communication of biomedical information (patient health status and seryices, health professionals, medical facilities, procedures and products, education, research); biomedical library networks; technical management. Miriam T. Larson. Spring.

UNIVERSITY OF WESTERN ONTARIO – 2

Medical Libraries and Information 760 (½ course), Objectives of the course include ability to differentiate types of medical libraries and study their characteristics and governance and mechanisms; to apply basic principles of librarianship to medical and health sciences libraries; to demonstrate a knowledge of the social function of the medical and allied health professions; and to demonstrate a knowledge of the organization and subject content of the biomedical scholarly records. Geoffrey R. Pendrill.

Literature and Bibliography of the Health Sciences 720 (½ course), An analytical and critical study of the nature and development of the literature of medicine and the related professions. The principal areas which it is hoped to discuss will include: the historical development of medical literature; current and retrospective bibliography; materials for the history of medicine; non-book materials in medical libraries; the literature of medical librarianship. Geoffrey R. Pendrill.